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Mothers' Attitudes toward Maternal Employment, Maternal Well-Being, Maternal Sensitivity and Children's Socioemotional Outcomes When Mothers Engage in Different Amounts of Employment

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Dedication

For my parents,

Young-Tae Chang and Shin-Sook Kim,

my brother,

In-mo Chang,

and my husband,

Jeong Beom Ma

for their love, support, and encouragement over the years.

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Mothers' Attitudes toward Maternal Employment, Maternal Well-Being, Maternal Sensitivity and Children's Socioemotional Outcomes When Mothers Engage in Different Amounts of Employment

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The relations among mothers' attitudes about the effects of maternal employment on children, psychological well-being, sensitivity and children's socioemotional development were examined for mothers who worked full-time (extensively) from age 6 months on, mothers who were not employed, and mothers who worked part-time or inconsistently during their children's early years. Longitudinal observations of 1213 mothers and children in the NICHD Study of Early Child Care from age one month to first grade were analyzed using structural equation models. As predicted, mothers and children benefited when maternal attitudes were consistent with

mother's actual employment status. Among extensively employed mothers, those with positive attitudes about employment had better psychological well-being; among mothers who were not employed, those who believed that maternal employment would have negative consequences for children's development reported better psychological well-being. For mothers who worked inconsistently or part-time, maternal attitudes did not predict their psychological well-being. These patterns held when mothers were classified by amount of employment during child's first 12 months, the child's first three years, or the entire preschool period. In all the employment groups, mothers' psychological well-being, in turn, predicted maternal sensitivity in mother-child interaction when children were 36 months old, but not at first grade. Maternal well-being mediated the relations between mothers' attitudes and mother-reported child outcomes at both phases. Better psychological well-being predicted fewer problem behaviors and greater social competence as rated by mothers, but the relations of maternal well-being and sensitivity to caregiver/teacher-reported child outcomes were inconsistent. The relations among mothers' psychological well-being, sensitivity, and child socioemotional outcomes did not differ across the employment groups.

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Introduction

The past few decades witnessed steadily increasing participation in the labor force of mothers with young children. The rate of labor force participation of mothers with children under 18 doubled between 1966 and 1996, from 35.8% to 70.0%. In 1960, only 18.6% of married mothers of preschoolers were employed, but by 1996, the rate had more than tripled to 62.7% (Hoffman & Youngblade, 1999). In 2001, 56% of mothers with children under age 3 were employed, and 68.6% of them worked 35 hours or more a week (U.S. Department of Labor, Bureau of Labor Statistics, 2002).

The increases in employment for mothers with very young children have led to a large body of research investigating the effects on children's development and on mothers' psychological well-being. Overall, the results concerning effects on children have been inconclusive. One reason may be that decisions about maternal employment have different meanings and consequences for different families. In other words, there may be variability in mothers' well-being and child outcomes for the families of employed mothers or stay-home mothers as a function of personal, familial or societal factors.

To understand the effects of maternal employment on family functioning and children's development, however, we must consider the interrelations of the characteristics of developing individuals with the employment status of mothers. In other words, the *proximal processes* involved in the family are likely to vary as a function of individual differences among *persons* including individual belief systems and family interpersonal relationships (Bronfenbrenner & Morris, 1997; Gottfried,

Gottfried, & Bathurst, 1995). Bronfenbrenner (1982) emphasized that a "*social address*," for example, whether the mother is employed or a homemaker, can be understood only by examining the *process* involved, how she responds to experiences as a working mother or a homemaker.

The major hypothesis of present study is that the direct effects of mothers' beliefs and attitudes about maternal employment on mothers and the indirect effects on children differ in different maternal employment statuses. When a mother's beliefs are consistent with her employment status (i.e., a mother with positive beliefs is employed or a mother with negative beliefs is not employed), she will experience better psychological well-being than when they are inconsistent. Mothers' psychological well-being will, in turn, affect parenting sensitivity and children's socioemotional development. Therefore, mothers whose beliefs and employment status are consistent will display more sensitive parenting and will have children with more positive socioemotional development than mothers with inconsistent beliefs and employment status.

These hypotheses are shown in the conceptual model in Figure 1. In the model, mothers' beliefs have direct effects on their psychological well-being, and the direction and strength of these effects differ for mothers with different employment statuses. That is, for employed mothers, positive beliefs about maternal employment are associated with high levels of psychological well-being, but, for unemployed mothers, positive beliefs are associated with *low* levels of psychological well-being. Mothers' psychological well-being, in turn, predicts sensitivity in their interactions with their

child and the child's socioemotional development, and maternal sensitivity also affects the child's socioemotional development. In the present study, these direct and indirect relationships are examined for a large sample of mothers and children who were studied from the child's birth through first grade.

Literature Review

This review will focus on the evidence for the conceptual model and will demonstrate how each link in the model has been examined in the previous studies. First the literature on how employment is associated with children's development and mothers' psychological well-being is reviewed. Second, employed mothers' relationships with their children are discussed as a mediator in the link between mothers' psychological well-being and child outcomes. Finally, the evidence regarding the role of mothers' beliefs and attitudes about maternal employment in the functioning of families of both employed and non-employed mothers will be discussed.

The Effects of Maternal Employment

Developmental Issues of the Effects of Maternal Employment

The influences of maternal employment on children's developmental outcomes and mother-child relationships have been a focus of research interest for many years. The research prior to 1960 was mostly focused on maladjustment among children of working mothers (e.g., Cummings, 1944; Glueck & Glueck, 1957; Mathews, 1934), reflecting public concerns about the consequences of mothers' absence from home (Stolz, 1960). More recent research still tends to examine only the negative sides of the maternal employment (Barling, MacEwen, & Nolte, 1993), partly as a result of the notion that maternal absence due to employment is detrimental, especially for infant attachment (Gottfried, et al., 1995).

Researchers have often considered nonmaternal care as maternal employment. Even though maternal employment is highly related to the use of early nonmaternal care, it is not always same. In fact, the amount of child care does not perfectly correlated with the hours the mother is at work (NICHD Early Child Care Research Network, 1994). Some mothers may work from home, and some may take their child to work. It is also possible that a mother with her own young children may run home-based child care herself as a child care provider. Also mothers use nonmaterial care even when they are not employed. The mother may do volunteer work more may want have some time away from the baby. In this review section, however, the studies that focused on nonmaternal care, especially early extensive child care, were not necessarily excluded from the discussion of the effects of maternal employment even when the studies did not specifically used information on mother's employment.

Studies in this area have been extensively focused on the potential impacts of *early* maternal employment and/or child care on child development. Some studies have specifically focused upon maternal employment in the *first* year (e.g., Bates et al., 1996; Baydar & Brooks-Gunn, 1991; Belsky & Rovine, 1988; Jacobson & Wille, 1984; NICHD Early Child Care Research Network, 1997a; Vaughn, Gore, & Egeland, 1980; Waldfogel, Han & Brooks-Gunn, 2002) and others the first *two* and *three* years (e.g., Belsky, 1999; Belsky & Eggebeen, 1991; Caruso, 1996; Crockenberg & Litman, 1991; Harvey, 1999). Although the findings are not consistent, theories and empirical evidence suggest that the child's age when maternal employment occurs is one of the important factors to consider in studying the effects of maternal employment because

early years of children's development, especially their first year of life is when children start to form the relationships with others, primarily with mother, which in turn play an fundamental role in healthy development for later well-being.

The roots of the emphasis on the effects of early maternal employment can be found in major developmental theories. Erikson's psychosocial theory (1963) specifies that the first year of the life of a child is the crucial period to develop basic trust. The trust in others and the sense of inner assurance developed during the infancy ensures positive emotional, social, and intellectual development later on. Erikson's theory emphasizes the role of the consistent, predictable, and reliable caregiving in fostering trust during the early infancy.

The importance of establishing selective relationships with a caregiver during the infancy is also stressed in Bowlby's (1982) ethological theory. Infants develop their own gestures and signals (e.g., crying, smiling, and following) that promote and maintain proximity to a caregiver - *attachment behaviors*. The first year of life is the crucial period during which the mother-child bond emerges and is consolidated based on interactions between the infant and mother. Bowlby's maternal deprivation perspective suggests that separation from parents can have the potentially harmful effects on the development of attachment among young infants. The theoretical importance of the caregiver's emotional and physical availability during the first year of life raises the question of whether early maternal employment and/or child care prevent infants from forming a bond with the parents and undermine the mother's ability to provide sensitive and responsive care. This question has been one of the major agendas

of long-standing debate among developmentalists over the last few decades (e.g., Belsky, 1986; Clarke-Stewart, 1989).

Some studies suggested that infants who experienced more nonmaternal care during their first year of life were more likely to develop insecure attachments to their mothers (Belsky & Rovine, 1988; Jacobson, et al., 1984; Vaughn, et al., 1980). Belsky (1999; 2001) also concluded that early, extensive and continuous maternal employment during the first year predicted less harmonious parent-child relations at age 1 and more disobedience and aggressiveness between age 3 and 8. Two recent longitudinal studies (Brooks-Gunn, et al., 2002; Waldfogel, et al., 2002) revealed that early maternal employment (i.e., first year after the child's birth) predicted low cognitive outcomes among 36 month-old children. These findings imply that early maternal employment, especially during the first year of life, can be developmentally influential.

In a recent study of child care during the first 4.5 years of life, quantity of care was a significant predictor of the greater caregiver reported problem behaviors and adult-child conflicts at 54 months and at kindergarten. There was little evidence, however, that the amount of care during infancy was more important than that at later periods. The authors study concluded that "it was the cumulative quantity of nonmaternal care, typically initiated in infancy and experienced across the infancy, toddler, and preschool years, that is most predictive of socioemotional adjustment rather than the amount of time spent in nonmaternal care during any particular time period" (NICHD Early Child Care Research Network, 2003).

The empirical findings on the effects of maternal employment during the toddler years on children's later development, however, do not converge into a consistent conclusion. Several investigators did not find negative associations between early maternal employment and the quality of mother-child interaction and the child's outcomes (Caruso, 1996; Crockenberg & Litman, 1991; Gottfried, Gorrfried, & Bathurst, 1988, 1995; Harvey, 1999). In her study of children in the National Longitudinal Survey of Youth (NLSY), Harvey (1999) found little evidence of consistent effects of maternal employment during the first three years on children's socioemotional development. Mothers' work hours during this period had no significant relation to children's behavior problems, compliance, or self-esteem. Crockenberg and Litman (1991) found that greater amounts of maternal employment during the first two years was associated with greater child compliance observed in the laboratory and home. In another study of 1,872 children from the NLSY, mothers' employment during the second and third years of the child's life predicted better cognitive outcomes (Waldfogel, et al., 2002).

The influences of maternal employment depend on social class, ethnicity, the mother's marital status, father involvement, the parent's attitudes and the child's gender (e.g., Harvey, 1999; Hoffman & Youngblade, 1999; Waldfogel, et al., 2002). In Harvey's study (1999) of the effects of maternal employment during the first 3 years, family income interacted with employment in predicting child's behavior problems at 7 to 9. For high-income families, employment was associated with more behavior

problems, whereas employment was associated with fewer behavior problems for low-income families.

Another body of study of school-aged children also suggests the importance of family and child factors in the relation of maternal employment to child development. For example, ever since Mathews (1934) found the opposite trend in the relationship between maternal employment and positive attitudes toward home life for boys and girls, many studies have consistently found favorable effects of maternal employment on girls. Employed mothers' girls are more advantaged than girls of nonemployed mothers in terms of higher occupational aspiration (Huston-Stein & Higgins-Trenk, 1978), higher academic achievement and better socioemotional adjustment including independence and peer relationship (Alessandri, 1992; Hoffman & Youngblade, 1999; Schachter, 1981). Children from low-income families showed higher academic achievement when their mothers were employed (Vandell & Ramanan, 1992). Children of employed mothers have less stereotyped views of sex roles (Hoffman, 1989; Hoffman & Youngblade, 1999; Huston-Stein & Higgins-Trenk, 1978). The findings suggest that for better understanding of the effects of maternal employment on child development, potentially confounding family background factors, including child gender, family income, family size, marital status, should be taken into account.

Is It Really Whether the Mother Works or Not?

The inconsistent findings indicate that maternal employment *per se* does not predict the child's development and call attention to the potential role of individual

variations in maternal and family characteristics. One important factor appears to be beliefs and attitudes about employment. Families and children are not always advantaged just because the mothers stay home all the time (Barling, et al., 1993; Lerner & Galambos, 1988). In their longitudinal study, Lerner and Galambos (1988) concluded that when full-time stay-home mothers did not have positive feelings about their roles, their children showed negative developmental outcomes. This finding is consistent with those of MacEwen and Barling (1991) and Barling and the collegues (1993), showing that children of both employed mothers and homemakers who were dissatisfied with their roles displayed more internalizing and externalizing behavior problems than did children of satisfied mothers. The findings support the notion that "the experienced quality of the role, not the occupancy of the role" of mothers predicts children's outcomes (Barling, et al., 1993).

In sum, despite the pervasive expectation and concerns of detrimental effects of maternal employment, research does not confirm any beneficial or harmful effects of maternal employment *per se*. Gottfried and his colleagues (1995) concluded:

> Rather, research indicates that maternal employment is embedded within a complex network of cultural, developmental, environmental, family, and socioeconomic factors. In order to fully understand the role of maternal employment in parenting and children's development, these factors need to be taken into account. Hence there are no "main effects" of maternal employment on parenting or children's development. (pp. 139-140)

Effects of Employment on the Mother-Child Relationship

One of the rationales for the assumption of negative effects of mothers' working is based on maternal deprivation perspective (Gottfried, et al., 1995). According to this view, employed mothers spend less time with their children and lose many opportunities for interaction; therefore the parent-child relationship is less stable and secure than that of a non-working mother and child (e.g., Belsky & Rovine, 1988). However, it may be a myth that stay-at-home mothers spend more quality time with children. Mothers who work definitely have less time to spend with their children, but that does not mean that they have less quality time. Even though employed mothers spend less time caring for their children than do unemployed mothers (Bryant & Zick, 1996), they seem to compensate for lost time by spending more time with their children during non-working hours, evenings and weekends, and by spending the time more intensively paying attention to the child. For example, employed mothers interact more with their infants during the evening hours than nonemployed mothers (Zaslow, et al., 1985).

A number of studies show that the quality of interaction between a mother and her child is often better among employed mothers than among unemployed mothers in terms of warmth, sensitivity, coercion and responsiveness (Broom, 1998; Crockenberg & Litman, 1991; Zaslow, et al., 1985). For example, mothers who used nonmaternal child care for their children provided different patterns of care than mothers who did not use child care. They spent their time with their children in more social interaction, such as communication, soothing, proximity, and emotional exchanges, during nonworking

hours than did the mothers of home-only toddlers (Ahnert, Rickert, & Lamb, 2000). Different patterns of care were also found in the parent-child relationships of school-age children. Both parents in employed-mothers households with school-age children engaged in reading or homework activities more frequently than did parents in households where the mothers did not work (Zick, Bryant, & Osterbacka, 2001). Employed mothers talked more to their children and showed more positive interactions than did full-time homemaker (Hoffman & Youngblade, 1999).

Aronson and Huston (2001)'s analyses of data from NICHD Study of Early Child Care revealed that working mothers spent more time in paid work and less time in other activities than did fulltime home mothers. However, proportionally, they reduced their time in household, leisure, organizational, and social activities more than time spent engaged in infant care. Even though employed mothers had less time for infant care, they compensated for the time lost by increasing the proportion of social interaction time in the total time with the child. Employed mothers spent a higher proportion of the total time in social interaction with infants and a lower proportion in instrumental child care such as changing and feeding than did nonworking mothers (Aronson & Huston, 2001).

Despite rapidly increasing participation of mothers in the labor force, their time with children seems to be fairly stable over historical time. A recent time use study (Sandberg & Hofferth, 2001) of working parents of children of aged 3 to12 supports this argument. When children's time with mothers in 1981 and 1997 were compared, there was no decrease in the amount of time children spent with their nonworking or

working mothers over time. Rather, in 1997 children spent about four more hours per week with working mothers than did children of nonworking mothers. Contrary to public belief, the findings suggest that despite increases in labor force participation, working mothers spend as much or more time with their children than they did several decades ago (Bianchi, 2000; Sandberg & Hofferth, 2001). Given that employed mothers tend to be more educated, the findings may reflect selection effects.

The developmental importance of early maternal employment, especially initiated in the first 4-6 months after the birth, in the quality of mother-child interactions was supported by several studies. Maternal employment during early infancy predicted less positive affect, sensitivity, and responsiveness in mother-infant interactions (Campbell, Cohn, & Meyers, 1995; Clark, Hyde, Essex, & Klein, 1997). On the other hand, other investigations of toddlers and preschoolers found positive effects of nonmaternal care use on maternal behavior (Caruso, 1989; Crockenberg & Litman, 1991) or did not find significant main effect of maternal employment on mother-child interaction (Stuckey, McGee & Bell, 1982).

Nonmaternal care, which for young children is highly correlated with maternal employment, does not consistently predict poor interaction between the mother and the child (Burchinal, Bryant, Lee, & Ramey, 1992; Braungart-Rieker, Courtney, & Garwood, 1999; Caruso, 1989; Egeland & Heister, 1995; Gottfried, et al., 1988; Hock, 1980). For example, Burchinal and her colleagues (1992) found that the amount of nonmaternal care did not predict responsiveness in the mother's interaction with her child. Previous findings from the NICHD Study of Early Child Care showed that child

care was a small but significant predictor of maternal sensitivity and child engagement. More hours of child care predicted less maternal sensitivity and less positive child engagement from 36 months (NICHD Early Child Care Research Network, 1999a). However, the effect size of child care on maternal sensitivity was smaller than those of other maternal and familial factors (e.g., maternal education, ethnicity, maternal depression). In the follow-up study through first grade, greater amount of nonmateranl care in the first three years were related to less maternal sensitivity observed across the age-3 through first grade for White children but were related to greater maternal sensitivity for non-White children. The overall negative associations between the amount of early child care and maternal sensitivity diminished from 36 months to first grade, with the negative effect of the amount of early child care for White children decreasing and the positive effect for non-White children increasing (NICHD Early Child Care Network, 2003).

Two studies (Gottfried, et al., 1988; Owen & Cox, 1988) compared the quality of home environments provided by families of employed and nonemployed mothers using Home Observation for Measurement of the Environment (HOME: Caldwell & Bradley, 1984), which includes a subscale of observed maternal responsiveness. No significant differences in maternal responsiveness in mother-child interaction were found between employed and unemployed mothers of 5- and 7-year-old children (Gottfried, et al., 1988) and mothers of 3-month-old infants (Owen & Cox, 1988).

Collectively, there is not consistent support for the notion that children of employed mothers lose an important part of their relationship with their mothers

because they spend less time with their own mothers and more time with other caregivers. It does not appear that maternal employment itself harms the quality of mother-child relationship. Children of employed mothers are not in a situation that is parallel to Bowlby (1952)'s observation of children in institutions, who had seriously impaired mental and physical health. Many working mothers try to make the best use of their limited time by spending time with their children rather than in other activities and more in quality interaction rather than in physical child care activities. And nonworking mothers do not generally spend all of their available time in quality interactions with their children.

Whether mothers are employed on not, a range of contextual factors determine the quality of the mother-child relationship. It is worthwhile to take into account the factors that moderate the effects of mothers' employment status on their parenting and their interaction with the child. For example, mothers' satisfaction with the roles or psychological well-being can affect the size and direction of the effects of employment status on the mother-child relationship. Regardless of employment status, mothers' feelings about their roles predict their psychological well-being, which, in turn affects the quality of mother-child interaction and parenting (Barling, et al., 1993; Lerner & Galambos, 1988; MacEwen & Barling, 1991). The experiences of maternal roles are affected by social attitudes toward employed women (Lerner & Galambos, 1988) and by mothers' personal beliefs and attitudes about maternal employment (Chang & Huston, 2001).

Maternal Well-Being, Mother-Child Relationships and Child Development

The Effects of Maternal Well-Being and Mother-Child Relationship on Socioemotional Development of Children

Mothers' psychological well-being is a strong predictor of their young children's development (e.g., Hechtner, 2001). Psychological well-being influences maternal sensitivity in interactions with children, which in turn predicts the child's behavioral and emotional development (Bates, et al., 1994; NICHD Early Child Care Research Network, 1999b, 2001a, 2001b; Kochanska & Aksan, 1995; MacEwen & Barling, 1991; Pianta & Egeland, 1994). A large body of research has examined the relations of mothers' psychological well-being (frequently indicated by mothers' depression), mother-child interactions, and parenting behavior to child outcomes (Downey & Coyne, 1990; Emery, 2001; Harnish, Dodge, and Valente, 1995; Hoffman & Youngblade, 1999; NICHD Early Child Care Research Network, 1999b; MacEwen & Barling, 1991; Zahn-Waxler, 1995). The studies demonstrate consistently that mothers' depression is associated with low levels of sensitive and responsive mother-child interaction and effective parenting behavior. A recent report by the NICHD Early Child Care Research Network (1999b) found that mothers' depressive symptoms predicted less maternal sensitivity in play with their children from infancy through 3 years. Maternal satisfaction with their roles also predicted the mother's ability to be sensitive and responsive (Lerner & Galambos, 1988; MacEwen & Barling, 1991; Stuckey, et al., 1982).

Maternal sensitivity along with maternal psychological well-being is a significant predictor of various socioemotional outcomes including problem behaviors (Pettit & Bates, 1989) and positive peer relationships and peer competence (NICHD Early Child Care Research Network, 2000). More responsive and positive mothering was related to fewer mother-reported and caregiver-reported behavior problems, less negative mood, and greater ability to resist temptation at 24 months and 36 months after birth (NICHD Early Child Care Research Network, 1998a). A recent report of NICHD Early Child Care Research Network (2003) revealed maternal sensitivity was still a strong and consistent predictor of mother- and caregiver- reports of children's socioemotional outcomes (e.g., social competence, behavior problems, and teacher-child conflict) when children were 4 ½ years old and kindergartners.

Maternal Well-Being and Mother–Child Relationship in the Effects of Maternal Employment

There is some direct evidence that maternal well-being and mother-child interaction mediate the effects of employment on children's socioemotional development. Lerner and Galambos (1988) examined the mediational role of mothers' psychological well-being and parenting behavior in the relationship between mothers' employment experiences and child outcomes. For both full-time employed and full-time stay-home mothers, low maternal satisfaction with their roles as working mothers *or* as homemakers predicted high levels of rejection in their relationships with their toddlers, which, in turn, predicted the children's difficult temperament. In a later study

(MacEwen & Barling, 1991), an employed mother's role conflict and dissatisfaction with her work role affected her negative mood and cognitive difficulties. Negative mood and cognitive difficulties were associated with more rejecting and punitive parenting behavior, which led to more behavior problems in her child such as attention difficulties, anxiety, withdrawal, and conduct disorder. Their follow-up study of homemakers (Barling, MacEwen, & Nolte, 1993) replicated the significant association between mothers' role experiences (e.g., homemaking satisfaction, financial equity, perceived skills and role overload), psychological well-being, parenting and children's internalizing and externalizing behavior problems. Crockenberg and Litman (1991) also found that employed mothers who were not satisfied with their work roles used more negative control in their interaction with their children, and mothers' negative control predicted more defiant behaviors among their children. Interestingly, the associations between mothers' role satisfaction, mother-child interactions and child behavior were stronger for employed mothers than for unemployed mothers.

Hoffman and Youngblade (1999) found that among working class families with third-grade children, maternal employment predicted less depressive mood for mothers, which in turn predicted more positive parenting behaviors and better quality of mother-child interactions. Employed mothers' positive parenting behaviors and mother-child interaction then predicted better peer relationship skills and fewer teacher-rated behavior problems. The finding supports a previous study of African-American single mothers by McLoyd and her colleagues (1994) in which mothers' depressive mood, mothers' negative perception of the maternal role and, in turn, mothers' punitive

behavior mediated the relations between mothers' unemployment, and adolescents' depressive symptoms and perceptions of negative relationships with their mother. Even though it is possible that children's behavior affects mothers' well-being and their parenting style, the findings call attention to working and nonworking mothers' psychological well-being as a strong predictor of parenting and mother-child interactions and consequently, of child outcomes.

Other studies investigated maternal well-being and mother-child relationships as both mediators and moderators of the relations between nonmaternal care and child socioemotional outcomes. In Belsky's (1999) study on the effects of the amount of nonmaternal care on children's socioemotional development, the quality of parenting mediated the negative effects of intensive nonmaternal care on 3- to5- year-old boys' externalizing behavior problems. When parenting was considered, the negative effects child care on externalizing behavior were eliminated. In the previous analyses of the NICHD Study of Early Child Care, maternal sensitivity moderated the effects of nonmaternal care on socioemotional development of children. When maternal sensitivity was low, greater amount of nonmaternal care increased the risk of insecure-ambivalent attachment, but when sensitivity was moderate or high, there was no association between nonmaternal care and insecure attachment (NICHD Early Child Care Research Network, 2001b).

In a recent analysis of 900 European American children participating NICHD Study of Early Child Care (Brooks-Gunn, et al., 2002), maternal sensitivity mediated the negative effects of maternal employment on children's cognitive achievement.

Maternal sensitivity was found to moderate the effects of maternal employment on children's cognitive development. Maternal employment, specifically extensive mothers' employment by ninth month after the child's birth, significantly predicted lower cognitive outcome at 36 months, and the negative relation between maternal employment and children's outcome was especially strong when mothers had low sensitivity.

The findings suggest that maternal employment does not solely and directly influence children. Rather, mothers' well-being and the quality of mother-child relationship mediate the effects of maternal employment on children' development. Depending on the family's needs, mothers' preferences, and cultural background, maternal employment could enhance or damage maternal well-being and positive parenting, which, in turn, influence developmental outcomes of children. When employment or nonemployment improves mothers' well-being and the mother-child relationship, there are likely to be positive effects on children. When employment or non-employment is a stressor, it generates lower maternal well-being and quality of mother-child interaction, and the effects on children can be negative.

Mothers' Beliefs and Attitudes about Maternal Employment

In the previous sections, the experimental findings supporting the effects of maternal employment on children and mothers, and the mediating roles of working mothers' psychological well-being and mother-child relationships were discussed. Mothers' experiences of working or not working appear to depend in part of their

values, beliefs and attitudes, which color their interpretations of their situations and experiences. Thus, it is important to focus on maternal belief systems because feelings and experiences as a working mother are likely to influence her child(ren).

Beliefs and Attitudes about Maternal Employment

As more and more women with children have entered the labor force, societal perspectives on women's roles have changed. Even though women's employment is not new, dramatic increases in the rates of highly educated women in professional, high wage jobs call attention to women's roles as employees, wives and mothers. Although the maternal employment has become a majority pattern, and the traditional picture of the father as breadwinner and the mother as homemaker has become less prevalent, the belief that the caregiving role should fall solely on the mother has persisted over time. A handful of studies show that a majority of mothers still believe that maternal care or parental care is ideal for children of working mothers (Mason & Kuhlthau, 1989; Hock, Gnezda, & McBride, 1984; Pungello & Kurtz-Costes, 2000). In Mason and Kuhlthau's study (1989), 97.2% of mothers said parental care is best for infants' development when the mother was not employed. When they were asked about the situation where a mother is working, over 60% of mothers responded that parental care is ideal for young children of working mothers. Fewer than 5% thought that formal care or nonrelative care was the best arrangement for infants. Recently, women who were expecting a baby were asked about their preferences for child care. More than 75% of respondents reported that exclusive parental care would be their first choice for infant care (Pungello

& Kurtz-Costes, 2000). In another recent study, a majority of mothers believed that exclusive parental care would be the best choice for their children (Pungello & Kurtz-Costes, 2000).

As Gilbert and Rader (2001) noted, it seems that mothers are expected to "expand" their traditional role as they move into the workforce. As men's roles have not changed very much in response to women's employment, women are expected to be responsible for accommodating their multiple roles. A mother is supposed to accomplish all of her roles while minimizing any potential harm to her children. Cultural expectations for exclusive maternal care persist. These beliefs and expectations are likely to affect mothers' well-being and indirectly the impact of maternal employment on their children. The lag in changes in social values and expectations may create conflicts in the value systems of many working mothers with young children. On the other hand, there is also a contrasting cultural expectation for women to have a career and devaluation of mothers who stay home full time.

A number of surveys asked people's attitudes toward employment of women. During the 1970s and early 1980s when women's participation in the labor market soared, it seemed that a majority of Americans held a pessimistic view about women working (Davis, Smith, & Marsden, 2001; Lauer, 1985). In 1982, a national survey found that about 50% of Americans believed that working mothers "are bad for children" and "weaken the family as an institution" (Lauer, 1985). Cumulative survey data of the General Social Survey from 1972 to 1982 revealed that a substantial

majority (67.3%) believed that a preschool child is likely to suffer emotional damage if his or her mothers works (Davis, et al., 2001).

As more and more mothers have entered the labor force and the need for income from mothers' employment has increased in both single-parent families and two-parent families, people's attitudes have changed. In the 1998 General Social Survey, only 40.9% of respondents agreed that "a preschool child is likely to suffer if his or her mothers works" compared to 67.3% from 1972 to 1982. Also, the proportion of people who believed that "a working mother can establish just as warm and secure a relationship with her children as a mother who does not work" increased from 48.26% in the survey between 1972 and 1982 (cumulative) to 66.70% in 1998 (Davis, et al., 2001).

Maternal attitudes may not be static. Employment preference and child's age seem to affect mothers' attitudes toward separation, employment, and the maternal role. In one investigation, mothers' separation anxiety declined over the first year after their baby's birth. Although mothers started with about same levels of separation anxiety right after the child's birth, mothers who preferred to be employed were significantly less worried about separation as the child got older than were mothers who preferred to stay home (DeMeis, Hock & McBride, 1986).

Mothers' Beliefs and Attitude, Mothers' Psychological Well-Being and Mother-Child Relationship

Depending on how mothers interpret and value maternal employment, psychological and emotional experiences of maternal employment are assumed to differ for the mothers, other family members, and particularly, the children. In a review of studies, Repetti, Matthews, and Waldron (1989) concluded that employment has benefits for women's physical and mental health when women have positive attitudes toward employment. The greater the cost mothers thought maternal employment had for their children, the greater the role strains they experienced (Goldberg, Greenberger, Hamill, & O'Neil, 1992). When mothers were concerned with the consequences of maternal employment on their children, they reported role strain (Jackson & Huang, 1998). In a recent analysis of the NICHD Study of Early Child Care data, employed or student mothers of infants with positive beliefs reported less parenting stress, less role strain and more satisfaction with their decisions to work or to attend school than did mothers who believed maternal employment could be detrimental for children's development (Chang & Huston, 2001).

Expectations that mothers have primary responsibility for children can generate guilt feelings among working mothers (Elvin-Nowark, 1999). In a study based on the interviews of working/studying women with at least one child, Elvin-Nowark (1999) discussed the structure and content of guilt. Along the lines of Gilligan's (1982) argument that women are constantly facing moral problems based on conflicts between different spheres of responsibility, Elvin-Nowark (1999) concluded that women's descriptions of their guilt feelings were closely linked to external demands from various sources. When a mother had difficulty reconciling these demands with her own internal

demands and expectations regarding her responsibility, especially towards her child(ren), she seemed to interpret the situation as a failure in responsibility which was followed by guilt. When the mother felt guilt, she perceived herself as a bad mother and condemned herself for her actions. Even though the study did not directly investigate the positive and negative influences of guilt feelings on health and well-being among employed mothers, it is likely that such feelings undermine psychological well-being.

Mothers' personality characteristics may affect their experiences as working mothers or as stay-at-home mothers. Separation anxiety is an unpleasant emotional reaction to the mother-infant separation experience and is evidenced by feelings of loss, sadness, or guilt (Hock, 1984). Employed mothers' high level of separation anxiety predicted more intrusive behavior in their interactions with their 10 months old infants, whereas employment status was not related to maternal intrusiveness (Stifer, Coulehan, & Fish, 1993). This finding implies that mothers' feelings about being away from their children, rather than employment *per se*, affects their relationships with their children.

Relations between beliefs and well-being were found in two studies (Chang & Huston, 2001; Greenberger & O'Neil, 1990). Greenberger and O'Neil (1990) administered their measure of Beliefs about Consequences of Maternal Employment for Children (BACMEC) to parents of 3-4-year-old children. Beliefs about the costs of maternal employment were stronger predictors of role strain for single mothers than for married mothers, possibly because single mothers were more likely to work for extrinsic reasons (e.g., they were the only breadwinner in the family, therefore had no

choice but work). Interestingly, fathers also experienced greater role strain when they more strongly believed in the costs of maternal employment, highlighting the importance of fathers' attitudes toward maternal employment. In a recent study used the data of NICHD Study of Early Child Care, employed and in-school mothers of 15-month-old children reported generally better psychological well-being indicated by less depression, less role strain, and more satisfaction with decision to work or go to school when they believed that maternal employment has positive consequences for children (Chang & Huston, 2001).

Congruence of Attitudes and Employment Status

The focus on employed mothers' attitudes and beliefs provides an incomplete picture; it is likely that the well-being of mothers who are not employed also depends on their beliefs about maternal employment. That is, the congruence between what mothers believe and what they do may be important in determining mothers' psychological well-being. Regardless of whether mothers were working or staying home as a full-time homemaker, those who were dissatisfied with their employment status are more apt to experience negative feelings than mothers who were satisfied with their roles (Barling, et al., 1993; Farel, 1980; Lerner & Galambos, 1982; MacEwen & Barling, 1991; Stucky, McGhee, & Bell, 1982; Woods, 1972).

Hoffman (1960) was one of the first who tested the mediating role of maternal attitudes in the impact of mothers' work status on the child. In her study, employed mothers were divided into two groups based on their attitudes toward their job: mothers

who reported they liked their jobs and mothers who dislike their jobs. Compared to their counterpart stay-home mothers, employed mothers who liked their jobs showed more sympathy for their children, less hostility, and less severe discipline than working mothers who disliked their jobs. The latter perceived their children as being more assertive toward them.

Negative effects of incongruence between behavior and attitudes were found in another early study (Yarrow, Scott, deLeeuw, and Heinig, 1964), in which nonworking mothers who wanted to work, but did not do so out of a feeling of "duty to mothering," showed the most problems in child rearing. These mothers had difficulties in control, were less confident in their roles as a mother, were emotionally less satisfied with their relationships with their children, and had low scores on "adequacy of mothering". This finding was supported in a handful of later studies. Based on employment preference and employment status, Hock and DeMeis (1990) divided women into four groups: employment-preference/employed, employment-preference/home, home-preference/employed, and home-preference/home. Women who preferred to work but stayed home showed significantly more symptoms of depression than mothers in the other groups, supporting the previous finding of Stafford (1984) that homemakers who wanted a career had lower self-esteem than homemakers who preferred not to work and employed mothers. Klein and colleagues (1998) also found that, among mothers with one year-old infants, the women who were most distressed were either homemakers who preferred to be working or employed women for whom work was relatively high in salience but who took longer maternal leaves.

Whereas most of research investigating the congruence used mothers' preference for employment, Stucky and the colleagues (1982) measured mothers' general attitudes toward dual roles for women, which might be one of the factors determining mothers' work preference. They grouped mothers into four groups based on the work status of mothers and their attitudes. Employed mothers who had favorable attitudes toward maternal employment and nonemployed mothers with traditional attitudes received the lower ratings for negative affect directed to the child that did the mothers whose attitudes and employment status were incongruent. The findings implied that congruence between employment status and attitudes had more influence than actual employment status alone on mother-child interaction. Gottfried and the colleagues (1988) also found that working mothers' positive attitudes toward maternal employment and the dual roles of career and family were related to higher educational stimulation, more positive family involvement, more maternal involvement with the child, and more democratic rule regulation after controlling for family socioeconomic status.

To summarize, there are individual differences in mothers' values and beliefs among the positive and negative effects of employment on families and children, but mothers' the work status does not always correspond to what they prefer and believe. The inconsistency or incongruence for both employed and unemployed mothers may generate discomfort and low levels of psychological well-being, which, in turn affect their relationships with their children and the child's socioemotional development.

Maternal Beliefs and Attitudes and Children's Development

When mothers' values are not consistent with what they are doing, the inconsistency seems to have a negative influence on children's' development. In the aforementioned study by Hoffman (1960), when working mothers disliked their jobs, the children of these mothers exhibited poorer impulse controls, more use of physical force, and less adaptive responses to frustration compared to their age mates in school. On the other hand, the children of mothers who liked their jobs displayed more positive attitudes toward the mother and better relationships with younger children.

In Farel's (1980) study, children of nonworking mothers showed lower scores in the measures of school adjustment and competence when their mothers felt they would like to work for its intrinsic gratification and that working would be good for their child. When nonworking mothers believed that mothers' working would be bad for the child and when they felt mothers of preschool-aged children should stay home, their children scored higher on school adjustment. Similar positive associations patterns between congruence of work behavior and attitudes and the child's adjustment were found among the children of working mothers. When working mothers were more intrinsically motivated to work and believed working was good for children, the children showed better school achievement, whereas children of employed mothers who felt mothers with young children should stay home scored lower on the measures of school adjustment and competence.

Gottfried and the colleagues (1988) used mothers' beliefs about the effects of maternal employment on their children's development and their perception of ability to

coordinate family and work responsibilities to predict child outcomes for children of working mothers. At age 5, the children evidenced greater school participation and fewer reported behavior problems when their employed mothers held more positive attitudes toward the dual responsibility of parenting and work and more favorable attitudes toward the effects of maternal employment. The effects of mothers' favorable attitudes toward maternal employment on the child's academic achievement and problem behavior were also found at age 7. These researchers speculated that attitudes affected children's development through better home environment and parenting, but the mediational relationships were not tested.

Mothers' separation anxiety seems to be transmitted to the child especially when mothers are not comfortable with leaving their children. In a study of infant's attachment classification and maternal separation anxiety, 66% of the infants in anxious-avoidant attachment group were infants of mothers with high separation anxiety, whereas relatively more infants of mothers with low separation were in secure attachment group (Stifter, et al., 1993). In Hock's (1980) study, employed mothers who reported higher levels of separation anxiety had 12-month-old infants who showed fewer behaviors aimed at maintaining or regaining maternal proximity and more negative reunion behaviors compared to employed mothers with low separation anxiety. This relationship was also found in infants as young as 8 months old. When mothers believed that their babies would be greatly distressed during separation and that only the mother could meet her baby's needs, infants were most distressed and least likely to show positive coping behavior with the mother's absence (Hock & Clinger, 1981).

Hock (1984) concluded that, in very subtle ways, the mother's uneasiness seemed to give the child the message that there is something to be feared in the strange settings. It is worth noting that the causal relationship between mothers' separation anxiety and infants' distress during separation from their mothers could also be bi-directional. In other words, when children show more negative reactions to the separation from their mothers, mothers are more likely to be anxious about their separation. Nevertheless, the findings strongly imply that mothers' reactions to separation from their children somehow affect the ways children react to child care settings.

In the longitudinal data used in the present study, there is some evidence that full-time child care (which correlates highly, but not perfectly with full-time employment) had different relations on the socioemotional development of children depending on mothers' beliefs about the consequence of maternal employment (NICHD Early Child Care Research Network, 1998b). Developmental outcomes for children in full-time maternal care and children in full-time nonparental care were compared when they were 24 months and 36 months. For children in full-time child care, mothers' favorable view of the benefits of maternal employment for child functioning predicted more social competence and fewer behavior problems. . On the other hand, when their mothers believed maternal employment was not beneficial for children, children in full-time maternal care were more socially competent and had fewer behavior problems. These findings are consistent with the hypothesis that children benefit when mothers' attitudes coincide with their employment status (Farel, 1980; Gottfried, et al, 1988; Stuckey, et al., 1982).

There is some evidence that mothers whose attitudes conflict with their behaviors feel distress and dissatisfaction, which in turn reduces sensitive mothering. In one investigation, mothers with discrepant situations were quicker to become impatient with their children compared to mothers whose attitudes were consistent with their child care use (Everson, et al., 1984). Incongruence is associated with higher levels of stress and depression (Hock & DeMeis, 1990), insecure mother- child attachments (Hock, 1980) and lower quality of parent-child interactions (Stuckey, et al., 1982). These findings support Lamb and colleagues' (1979) discussion of the role of the attitudes about maternal employment. They suggested that through *guilt*, low *self-esteem* and *resentment*, inconsistency between mothers' employment decisions and their attitudes about maternal employment is likely to lead to insensitivity in the mother-child interaction. Those who work may feel that their performance as a mother is ineffective and they are abandoning their infants, and those who stay at home because of unsupportive husbands or peers may feel unfulfilled because their careers are being jeopardized by full-time motherhood.

The Present Study

The purpose of the present study was to test the hypothesis that congruence or consistency between beliefs and employment decisions affects mothers' psychological well-being, maternal sensitivity to their children, and children's socioemotional development. Longitudinal data from birth to first grade are used to examine the link: (a) from beliefs and attitudes to mothers' psychological well-being (b) from mothers' psychological well-being to mothers' relationships with their children, and (c) from mothers' psychological well-being and mother-child relationship to child outcomes. It was expected that the congruence between beliefs and attitudes would be associated with high levels of psychological well-being. That is, employed mothers with positive beliefs were expected to have better well-being than those with negative beliefs about the consequences of maternal employment. Conversely, unemployed mothers with positive beliefs were expected to have lower levels of well-being than those with negative beliefs.

Among many aspects of child development, the present study is focused on children's socioemotional development because of the theoretical importance of the mother-child relationship for children's social behavior and emotional security. As children broaden the range of people with whom they interact and the peers with whom they play, they develop their social and emotional skills. Newborns reflexively behave in a way that facilitates the establishment of interactive behavior patterns with caretakers. Infants smile at the people who take care of them and gradually form bonds to important caregivers (Hetherington & Parke, 1993). During the toddler years,

children become more efficient in expressing their desires to others (Bronson, 1974). The quality of caregiving and early experiences with other adults and peers plays an important role in the development of children's prosocial behavior, social skills, social competence and problem behaviors (Brownell & Brown, 1992; Hetherington & Parke, 1993; Maccoby & Martin, 1983). The examination of problem behaviors and social skills at this early age is important given that they predict children's future behavior (e.g., Rose, Rose, & Feldman, 1986).

The correlational analyses of the various social behavior measures of NICHD Study of Early Child Care (2002) demonstrated that measures of behavior in the same context (e.g., mother and father reports) were more closely related than were measures across contexts (e.g., reports of parents and caregivers). It is important, therefore, to use measures from more than one context (e.g., home and child care) when assessing child outcomes.

In the present study, the following research questions were addressed to examine the relationships between maternal beliefs and attitudes, mothers' psychological well-being, quality of mother-child interaction and child outcomes. First, how do maternal beliefs and attitudes about maternal employment relate to mothers' psychological well-being? Are the strength and direction of the relations same for mothers in different employment statuses? Second, does mothers' psychological well-being predict maternal sensitivity in mother-child interaction? If so, does the relation differ across the different employment statuses of mothers? Third, does mothers' well-being mediate the effects of maternal attitudes on children's socioemotional development? Does maternal

sensitivity in mother-child interaction mediate the effect of maternal well-being on children's socioemotional development? Finally, are the relations among mothers' attitudes, psychological well-being, maternal sensitivity and child outcomes similar or changing over the child's development from age 3 through first grade?

Based on previous theory and research, it was expected that maternal beliefs would predict mothers' well-being, but in a different way in different maternal employment statuses. For mothers who worked extensively, more positive beliefs were expected to predict greater psychological well-being. In contrast, among full time stay-home mothers, more positive beliefs and attitudes about maternal employment were expected to predict poorer maternal well-being. For both groups, maternal well-being would, in turn, both directly and indirectly influence children's socioemotional outcomes through its direct impact on sensitivity. That is, no differences in the relations among mothers' psychological well-being, maternal sensitivity, and children's socioemotional outcomes were expected across different employment status of mothers. As children got older, the effects of mothers' beliefs were expected to weaken, but some lasting effects were still expected to remain when the children were in first grade.

Since there is not enough theoretical rationale to expect that maternal attitudes would directly influence children's socioemotional development, the direct path from maternal attitudes to child outcomes was not included in the hypothesized model. Preliminary analyses also revealed that there is no direct association between the two when the indirect paths from maternal attitudes to child outcomes through mothers' well-being and sensitivity were included in the model.

A range of sociodemographic variables and family-construct variables (e.g., mothers' age at birth of child, mothers' education, family income, child gender, child ethnicity, birth order of the child, and number of children) that are likely to influence mothers' employment and mother/child variables in the study were taken into account on the basis of prior findings on the selective effects of those variables. For example, prior research suggests that mothers of infants with higher level of education and more family income are more likely to work (Baum, 2002; Bachu & O'Connell, 2001; Desai & Waite, 1991; Glass, 1992; Waldfogel, et al., 2002). Women who work during the first three years of their children's lives tend to be more likely to be married than those who did not work (Waldfogel, et al., 2002). When mothers have more children, especially children under age 6, they are less likely to participate in the labor force (Baum, 2002; Glass, 1992). Mothers of girls (Waldfogel, et al., 2002) and mothers of firstborns (Belsky & Eggebeen, 1991; Harvey, 1999; Stifter, et al., 1993; Stuckey, et al., 1982) are more likely to work when their children are young. Ethnicity is also associated with mothers' early employment (Belsky & Eggenbeen, 1991; Han, 1998; Harvey, 1999). Compared to White married mothers, Hispanic married mothers are less likely to be employed, whereas African-American married mothers are more likely to participate labor force (Han, 1998).

Mothers with higher levels of education and greater family income tend to have more favorable attitudes toward maternal employment (Greenberger & O'Neil, 1990; Hock, et al., 1984). Mother's education, family income, ethnicity, child's gender, presence of partner in the home and family size are also known to be related to mothers'

psychological well-being (Goldberg, et al., 1992; Jackson, 1993; Ross & Mirowsky, 1988; Roxburgh, 1997), positive maternal behavior in the mother-child interactions (Hart & Risley, 1992; NICHD Early Child Care Research Network, 1999a; in press; Zaslow, Pedersen, Suwalsky, & Rabinovich, 1989), social competence and problem behavior (NICHD Early Child Care Research Network, 1998b; 2003). In the mother-child interaction, it is evident that mothers engage, respond to, stimulate, and express positive affection toward firstborn infants more than toward laterborns (Belsky, Gilstrap, & Rovine, 1984). A mother also might have different attitudes about working outside the home and leaving their children in others' care depending on the birth order of the child. More expectation and attention to the firstborns could lead mothers to highly value exclusive mother care. Mothers without any previous experiences of rearing a child of their own may have different attitudes about maternal employment than mothers with more experiences.

This study goes well beyond earlier research in several respects. First, it tests the effects of maternal employment in infancy as well as during the toddler and preschool years. Second, it provides a test the intervening processes by which congruence or incongruence of attitudes and employment behavior affect children's development. Third, it uses a large sample of prospective longitudinal data with frequent and extensive measurement of all of the relevant constructs. To minimize spurious significant relations due to the shared method variance between the measures, reports from multiple sources were included for both maternal variables and child

outcomes. Child outcomes were measured with both mother and caregiver/teacher reports.

Method

Participants

Participants in the NICHD Study of Early Child Care were recruited from 31 hospitals located in or near Little Rock, AR; Irvine, CA; Lawrence, KS; Wellesley, MA; Philadelphia, PA; Pittsburgh, PA; Morganton, NC; Charlottesville, VA; Seattle, WA; and Madison, WI. During selected 24-hour sampling periods during the first eleven months of 1991, 8,986 mothers giving birth were visited. Of 8,986 mothers of potential participants, 5,265 mothers were eligible and agreed to receive a phone call. In selecting participants, the following criteria were used to exclude cases from the pool of 8,986 potential subjects born during the hospital recruitment periods: (a) mothers younger than 18 years of age at the time of the child's birth (3.8% of potential subjects); (b) families who did not anticipate remaining in the catchment area of the study for at least the next three year (5.4%); (c) infants of multiple births, those with obvious disabilities, or those who remained in the hospital more than 7 days postpartum (6.8%); (d) mothers with medical problems or acknowledged substance abuse, or who were placing their infants for adoption (4.3%); (e) mothers who did not speak English (4.4%); (f) mothers who lived more than an hour from the lab site or who were enrolled in another study (9.2%); (g) mothers who lived in neighborhoods (generally high rise projects) deemed by police too unsafe for visitation (1.5%); and (h) other exclusions (2.7%). Of the mothers who were eligible, 1.5% (81 mothers) refused to be interviewed in the hospital, and 3.4% (184 mothers) asked not to be called when they returned home.

A random sampling plan was adapted to ensure that the recruited families represented demographic diversity. Of 1,525 families selected through this sampling, 1,364 (89%) completed the one-month interview and became the study participants. At the time of recruitment, 53% of the recruited mothers were planning to work full-time in the child's first year of life, 23% were planning part-time employment, and 24% were planning no employment during the child's first year of life. After one month after the child's birth, 39% of mothers were not employed, 51% were employed but on leave, and 10% were employed. The families enrolled in the study included 24% ethnic-minority children (non-European American or Hispanic), 11% mothers without a high school education, and 14% single mothers. About 24% of the families had family income below the poverty line. The recruited families were similar to other families eligible to participate on major demographic variables except that the mothers in the study had a 4% higher rate of intention to be employed, as compared with the nonparticipating mothers. Mothers had an average of 14 years of education, and 16% were without a partner; 73% were employed; worked about 23 hours per week; 12% of the families were poor; and 79% of the children were European American, non-Hispanic.

At 36 months, 1213 families stayed in the study. Of mothers participating the study, 68.8% were employed and worked about 22 hours per week. Mothers had an average of 14 years of education; 83% lived with husband or partner in the household; 92% were partnered on at least one epoch from the child's birth to 36 months; and 78% of children were European American, non-Hispanic. The participants differed from the

148 children who were recruited but were lost to the follow-up. Mothers of participants had significantly ($p < .01$) more education (M = 14.4 yrs vs. M = 13.6 yrs); had higher family incomes (income-to-needs ratio: M = 2.9 vs. M = 2.2); were older (M = 28.4 yrs old vs. 25.9 yrs old); and were more likely to have a husband or partner in the household (87% vs. 75%) at the beginning of the study. The children were less likely to be African-American (11% vs. 24%) and more likely to be European-American (78% vs. 62%). When the children were first grade, 1034 children and their parents continued to be enrolled in the study. Of mothers in the study at this time, 75.7% were employed and worked about 26 hours per week. Mothers had 14 years of education; 82 % lived with a partner in the same household; 95 % were partnered on at least one occasion between the child's birth to first grade; and 79% of children were European American. The families that remained in the study at first grade were different from 330 families that were not followed. Compared to mothers who dropped out, the mothers participating the study had more education (M = 14.5 yrs vs. M = 13.5); had higher income-to-need ratio (M = 3.0 vs. M = 2.4); were older (M = 28.6 yrs old vs. M = 26.54 yrs old); and were more likely to live with a partner (88% vs. 78%) at time when they were recruited. Participating sample included less African-American children (11% vs. 18%) and more European-American (79% vs. 70%). The demographic characteristics of the study sample are shown in Table 1.

Procedures

Children and their families participating in the NICHD Study of Early Child Care were followed from the children's birth to first grade. Face to face assessments in home, university labs and child care settings were conducted when the children were 6, 15, 24, 36, 54 months old and at their kindergarten and first grade years. Additional telephone interviews were conducted with mothers every 3-4 months between major assessments to update demographic information, including changes in household members, and to track child care arrangements.

Caregiver reports on child behavior were collected from caregiver interview at the time of child care observation for all children who were in nonmaternal care on a regular basis for 10 or more hours per week. Any child who was spending 10 or more hours per week in nonmaternal care at 36 months was eligible for a child care observation. Of those eligible, 90.3% were included in child care observation sample at 36 months ($N = 719$). The reasons that caregivers of eligible children were not included in the child care observation sample caregiver refusal, child absence from child care, and recent changes in the child care setting (see NICHD Early Child Care Research Network, 1996). Caregivers of 616 children completed information on socioemotional development of the children at 36 months. At first grade, teacher reports of children's problem behavior and social competence were obtained from the teachers of 969 children. The means and standard deviations of the measured variables appear in Table 1.

Measures

Maternal, Child and Family Controls

Mother's *age*, Mother's *education* (years of school completed at child's birth), two dichotomous variables of child *ethnicity* ('Child = African-American, non-Hispanic' and 'Child = Hispanic or other', and the child *gender* (1 = boy) were included as covariates in the analyses. Mothers reported the presence of a husband/partner in the household. Two family structure related variables, *partner status* and *number of children in household*, were included based on the assumption that presence of partner and more than one child in the household may affect mothers' psychological well-being and their sensitivity in their relationship with the child. Partner status was the proportion of epochs during which the mother reported a husband/partner was present. Mothers also reported their family income at 6, 15, 24, 36, 54 months, kindergarten and first grade. The family's *income-to-need ratio* was computed from U.S. Census Bureau tables as the ratio of family income to the appropriate poverty threshold for each household size. In the current analyses, the ratios were averaged from 6 months to the time of follow-ups.

Positive Attitudes toward Maternal Employment

Mothers' beliefs about the consequences of maternal employment for children. One month after the child's birth, mothers completed the "Attitude Toward Maternal Employment" questionnaire. The questionnaire is a slightly modified version of Beliefs about Consequences of Maternal Employment for Children (BACMEC; Greenberger et

al., 1988). The Beliefs about Consequences of Maternal Employment for Children Scale (BACMEC) includes items on both negative and positive aspects of maternal employment. For example, the questions in BACMEC ask about benefits of maternal employment (e.g., "Sons of working mothers are better prepared to cooperate with a wife who wants both to work and to have children") as well as costs (e.g., "Children are less likely to form a warm and secure relationship with a mother who is working full time").

Of 11 items in the measure, 6 items describe the negative effects of maternal employment and the other 5 items are statements of the positive consequences of maternal employment. Mothers responded how much they agreed with the statements. The higher total score of the measure with the scores on the negative effects reversed denote more positive and favorable attitudes toward maternal employment. Cronbach's alpha of the measure was high at .88.

To establish construct validity of belief measure, the correlations of belief with other theoretically related constructs were carried out. As related constructs, ideal work status, work commitment, gains from employment, job rewards, work and family conflict and the amount of employment were correlated with beliefs. Overall, belief measure was consistently and moderately correlated with related constructs. The magnitudes relations of mothers' beliefs measured at 1 month also remained similar over time into first grade. Mothers with more positive beliefs about the consequences of maternal employment for children were more likely to report full-time employment as their ideal work status. When mothers believes maternal employment could be costs

for children's development, they were more likely to state that they ideally want to stay home full-time at 1, 6, 15, 24, and 36 months. Positive beliefs were related to greater work commitment, more gains and less strains from employment, more job reward and less work-family conflict among working mothers. Mothers worked more when they believed that maternal employment is beneficial for their children rather than harmful. The bivariate correlations of belief measure with the related constructs are presented in Table 2.

Mothers' ideal status of employment = stay home full-time. Mothers' perceptions of their ideal work situations were assessed during the home interviews at 6 months and at 36 months. Mothers were asked, "If you could have your ideal situation, what would it be right now?" Responses were coded as 1 = "work full time", 2 = "work part time", 3= "go to school full time", 4= "go to school part-time", 5 = "combine work and school full-time", 6 = "combine work and school part time", and 7 = "Be at home full time". In the present study, a dummy variable was created by giving 1 when mothers reported staying at home full time as their work preferences. At 6 months, 34.20% of mothers reported that they wanted to stay home full time; at 36 months, 29.35%.

Maternal Psychological Well-Being

Mothers' psychological well-being was indicated by three measures at 36 months: depression, parenting stress, and social support; and three measures at first grade: depression, anxiety and anger.

Maternal depression. Depression at 36 months and first grade was measured with the Center for Epidemiological Studies Depression Scale (CES-D; Radloff, 1977). CES-D is composed of 20 statements that describe how people feel about themselves, and mothers were asked to rate on 4-point scale based on their feelings during the past week. The depression scores at 36 and first grade were calculated by summing the items with 4 of them reflected. Higher values denote higher levels of depressive symptom. Internal reliability of the measure is high at Cronbach's alpha = .91 both at 36 and at first grade.

Parenting stress. Parenting stress was assessed at 36 months using the Parenting Experiences measure. The measure is adapted from the Parent-Role Quality scale (Barnett & Marshall, 1991), and consists of 10 negative items and 10 positive items about mothers' experiences as parents. Items are scaled on a 4-point Likert scale. Internal reliability is high (Cronhach's alpha = .79).

Social support. At 36 months, mothers rated their relationship with others over the past months using an 11-item measure, Relationship with Other People (Marshall & Barnett, 1993). The items ask the respondent's experiences of sharing of concerns, intimacy and opportunity for nurturance. Items are scaled on a 6-point Likert scale. Cronbach's alpha of .94 indicates that the variable has high internal reliability.

Anxiety and anger. At first grade mothers were asked to complete a questionnaire designed to measure their feelings of anxiety and anger over the past week. The "My feelings II" questionnaire included 20 items. The even-numbered items are the State Anger items from the State-Trait Anger Scale (Spielberger, Jacobs,

Russell, & Crane, 1983). The odd-numbered items are 10 of 20 State Anxiety items on the State-Trait Anxiety Inventory (Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983). Items are rated on a 4-point scale (1 = not at all; 4 = very much) with higher score reflecting more anger and anxiety. Reliability for anger was high at .90 and for anxiety at .86.

Maternal depression and parenting stress was related to mothers' beliefs about the consequences of maternal employment (Chang & Huston, 2001; Vandell, et al., 1997) and more congruence between mothers' preferred child care type predicted less anger and anxiety among mothers with infant (Vandell, et al., 1997). Mothers' depressive symptoms also predicted less maternal sensitivity (NICHD Early Child Care Research Network, 1999b).

Maternal Sensitivity

Three measures of maternal sensitivity were included: supportive presence, respect for child's autonomy, and hostility. Mothers' supportive presence, hostility, and respect during their interaction with the child were observed in lab setting at 36 months and first grade. The interactions between mother and child were videotaped in semi-structured 15-minute observations. The tasks provided a context for assessing age-appropriate qualities of maternal behavior. At 36 months, the observation procedures followed a three-boxes procedure in which mothers were asked to show their children age-appropriate toys in three containers in a set order (see Vandell, 1979). Interaction activities included two tasks that were too difficult for the child to carry out

independently and required the parent's instruction and assistance. In addition, a third activity was included that encouraged play between mother and child. At 36 months, washable markers, stencils, and paper were in the first container, dress-up clothes and a cash register were in the second, and Duplo blocks with a picture of a model were in the third. The mother was asked to have her child play with the toys in each of the three containers and to do so in the order specified. In the first grade visits, the first activity involved mother and child in operating an Etch-A-Sketch together to draw a picture of house and tree on the screen. The second activity was a pattern block activity in which the child is asked to use colored shapes to fill in three geometric cutout frames. The third activity was a card game 'One-up; One-down'.

Research assistants who had attended centralized training sessions collected data. Each data collector passed certification procedures based on a common certifier's review of videotapes of the data collector administering the procedures. The certification procedures were designed to ensure that standard data collection procedures were used across the sites.

Videotapes of the mother-child interactions were shipped to a central location for coding by raters who were blind to other information about the families. Inter-coder reliability was determined by assigning two coders to 19-20% of the tapes randomly drawn at each assessment period. Coders were unaware of which tapes were assigned to double coding, and reliability assessments were made throughout the period of coding.

Three 7-point rating subscales of mother-child interaction measure were used as indicators of maternal sensitivity: supportive presence, hostility, and respect for child's

autonomy. Internal consistency estimates of each subscale based upon the repeated measures (ANOVA) described in Winer (1971, p.287) were .81, .82 and .72 at 36 months and .89, .88, and .81 at first grade, respectively. Pearson's correlations indicating inter-coder agreement were .69, .70, and .56 at 36 months and .80, .79, and .68 at first grade.

The composite variable of maternal sensitivity calculated with supportive presence, hostility, and respect for autonomy was a significant predictor of a range of children's socioemotional development outcomes including attachment (NICHD Early Child Care Research Network, 1997b).

Children's Socioemotional Development

Information on children's socioemotional development at 36 months was obtained from maternal and caregivers reports. Caregiver report was available for children in 10 or more hours per week of nonmaternal care ($N = 616$). Therefore, children who were in full-time maternal care or in only few amount of care at 36 months were not included in the analysis for caregiver-reported child outcomes. Teacher reports on children's behaviors were obtained for 969 children at first grade.

Problem behavior. Children's problem behavior was rated by mothers and caregivers at 36 months and by mothers and teachers at first grade with the appropriate versions of the Child Behavior Check List (CBCL; Achenbach, 1991a; 1991b; 1992). Mothers rated 100 items from the CBCL/ 2-3 at 36 months and 113 items from the CBCL/ 4-18 at first grade. At 36 months, caregivers completed the CBCL/2-3 and first

grade teachers completed the Teacher Report Form (TRF). CBCL/2-3 includes 59 items, which have counterparts in CBCL/ 4-18 and 40 items specifically designed for the younger age group. The TRF has a similar format to that of CBCL/2-3. For each item, the respondent was asked to determine how well that item described the target child (0 = not true, 1 = somewhat or sometimes true, 2 = very true or often true). Four subscales were used as indicators of mother-reported and caregiver-reported children's problem behavior at 36 months: Withdrawal (14 items), anxious/depression (11 items), aggressive behavior (15 items) and destructive behavior (11 items). At first grade, three narrow banded subscales were included to indicate mother-reported and teacher-reported children's problem behavior: Aggressive behavior (25 items), attention problems (20 items), and delinquent behavior (9 items). Research indicates that reliability and validity of the subscales of CBCL are well established (Achenbach, 1991a, 1991b, 1992).

Social competence. Social competence was assessed at 36 months with the Adaptive Social Behavior Inventory (ASBI; Hogan, Scott, & Bauer, 1992). The ASBI is a 30-item scale, which was designed to assess prosocial behaviors. Mothers and the caregivers of children who were in at least 10 hours of child care rated on a 3-point scale (1 = rarely, 2 = sometimes, 3 = almost always) reflecting frequency of occurrence of children's behaviors. Factor analysis yielded three interpretable factors with good internal consistency and concurrent validity (Hogan et al., 1992). Two subscales from ASBI were used as indicators of social competence at 36 months: Social expressiveness and compliance. The social expressiveness scale (13 items) covers sociability and

empathy and the compliance scale (10 items) measures prosocial engagement and cooperation. In the sample of the current study, the coefficient alphas for the four scales completed by mothers/caregivers were .77/ .84 for social expressiveness, and .83/.87 for compliance.

At first grade, mothers and teachers rated their children's social competence by completing the Social Skill Questionnaire from the Social Skill Rating System (SSRS: Gresham & Elliot, 1990). The mother version of the SSRS is composed of 38 items describing child behavior, each rated on a 3-point scale reflecting how often the child exhibited each behavior. The social skills scale rated by mothers identifies deficits in positive social behaviors, grouped under four subscales: cooperation (e.g., helps household members), assertions (e.g., accepts friends' ideas for play), responsibility (e.g., asks permission before using someone else's property), and self-control (e.g., controls temper). The teacher version of the SSRS includes 30 items that document the perceived frequency of behaviors that influence the child's development of social competence. Three subscales from the Teacher reported SSRS were included as indictors of social competence at first grade. The reliability for the four subscales rated by mother was .78 for cooperation, .78 for assertion, .65 for responsibility, and .82 for self-control. The reliability of the three subscales rated by teacher was .90 for cooperation, .84 for assertion, .87 for self-control.

Analysis Plan

Definition of Groups

Mothers were divided into three employment status groups on the basis of their reports of amount of employment per week at repeated personal and telephone interviews throughout the child's life. Given that the prior empirical findings suggest that maternal employment may have a larger effects when mothers start to work early and work extensively, the employment categorization included two extreme employment groups: mothers who had *always extensively* worked full time since 6 months after the child's birth and mothers who had *not* worked. Mothers who did not belong to these two extreme groups, in other words those who worked sporadically and/or most worked part-time, but not full-time, were categorized in the *middle* group. Since the theoretical predictions of the present study applied most clearly to mothers with consistent patterns of employment or nonemployment, the best test of these predictions can be carried out using the "pure" extreme groups.

Recently, Brooks-Gunn and her colleagues (2002) used 30 hour or more per week as the cutoff for full-time maternal employment. This cutoff of 30 hours a week was also used in the previous studies of NICHD Early Child Care Research Network (1998b; 2000) for "extensive" child care. In the NICHD Early Child Care Research study (1998b), 10 or fewer hours per week was used as the cutoff for exclusive mother care. In the current study, three employment status groups were determined based upon the mothers' reports on the number of hours at all jobs per week collected when the child was 6, 9, 12, 15, 24, 36, and 54 months old, as well as at kindergarten and first grade. Mothers had who worked 30 hours or more per week each and every epoch beginning by 6 months of age and continuing until the time of the assessment of mother

and child outcomes were categorized as *extensively employed* (*N* = 322 at 36 months, N = 183 at first grade). Mothers who had never worked more than 10 hours per week, combining all jobs, were in the *not employed* group (*N* = 241 at 36 months). At first grade, mothers who had never worked more than 10 hours per week and mothers who were employed briefly (i.e., not more than 25% of the all the epochs mother responded) part-time (but never full-time) were included in the not employed group (*N* = 145).

Those who were not included in these two groups were in the *middle* group (*N* = 652 at 36 months, *N* = 706 at first grade). Mothers in the middle group worked an average of 18 to 21 hours from 6 months to 36 months and 19 to 25 hours per week from 6 months to first grade. Although the mean hours per week at work implies that mothers in this group worked part-time, examination of frequencies of work hours at each epoch (not shown) revealed that, at each time, 30.3% (6 months) to 49.9% (first grade) of the mothers worked 30 hours or more per week. Therefore, this middle group includes mothers of fairly mixed types and amount of employment experiences. Some of them may have returned to the full-time work and quit later for various reasons and others may have stayed home at first and returned to work as their children grew older.

Given the central importance of employment status during the first year of life in many theories about attachment and infant socioemotional development, mothers were additionally grouped on the basis of their employment status during the first year of life. Of 1216 mothers participating the study at 36 months, 436 mothers worked full time during the first year after the child's birth, 378 mothers never worked, and 393 mothers worked inconsistently or part-time. Nine mothers did not have information on the

amount of employment for all three epochs. Of 436 mothers in extensively employed group, 321 (73.6%) remained in the same group at 36 months. Of 378 mothers who never worked more than 10 hours per week for the first year, 140 mothers did not work before 36months.

At 36 months, 87.9% of the mothers had reported their work hours at all 6 epochs; 99.6 % mothers had reported their work hours at least 3 times. At first grade, of 1034 mothers, 71.3% had responded to the work hour questions at all 13 phone and personal interviews; all mothers had reported work hours at least 6 times from the child's birth to first grade.

Analyses Strategy

The major purpose of the study was to determine whether the relations of maternal attitudes, maternal psychological well-being, maternal sensitivity and children's socioemotional development differed across the families of with different maternal employment statuses. The descriptive statistics for the constructs included in the conceptual model in the three employment groups were first summarized and compared using Analyses of Variance (ANOVA). Child outcomes rated by caregivers at 36 months and by teachers at first grade were compared only for extensively and inconsistently/part-time employed groups using t-test because the number of children rated by the caregivers in never employed groups was not sufficient for the analyses.

Zero-order correlations were calculated among the controls and the measures of the maternal and child constructs in the model for the full sample and for each of the

employment status groups at each age. The bivariate relations among maternal beliefs, maternal psychological well-being, maternal sensitivity and child outcomes were examined.

To assess the conceptual model, latent variable structural equation modeling (SEM) was adopted as the major analysis technique. The capability of latent variable SEM to test hypotheses both about structural and measurement relations with a single model affords much flexibility (Kline, 1998). In latent variable SEM, hypotheses about direct and indirect causal effects are tested using latent variables that represent observed variables as indicators of underlying construct. SEM also allows the evaluation of entire models, not just of individual effects (Kline, 1998). In SEM, it is possible to test the significance of paths of interest or the variance of a single variable but its strength is the capacity to test the entire landscape, and moreover, to compare the whole model across groups of subjects.

In the present study, SEM was used to examine the relationships hypothesized among mothers' beliefs, psychological well-being, quality of mother-child interaction and children's socioemotional development. Multiple group comparisons were conducted to examine the differences in the overall patterns of the relationships for the three employment status groups. Given the developmental importance of maternal employment in early childhood, additional comparisons were performed using mother's employment status in earlier time periods. Specifically, 36 months analyses were repeated using the first year employment groups; first grade analyses were repeated using the groupings for the first 3 years of life. The hypothesized models were

estimated using Amos 4.0 (Arbuckle & Wothke, 1999). Instead of listwise or pairwise deletion or mean imputation, Amos 4.0 uses full information maximum-likelihood estimation in dealing with missing data, thereby allowing the maximized use of all available data.

The overall model fit is indicated by the various goodness-of-fit indices. Because each index reflects only a particular aspect of fit, it is encouraged that multiple indices of overall fit be used to determine the soundness and the plausibility of the model (Bollen, 1989; Hoyle & Panter, 1995). In the present study, the comparative fit index (CFI; Bentler, 1990) and the root mean square error of approximation (RMSEA; Browne & Cudek, 1993; Steiger, 1990) along with χ^2/df were used. Because non-significant χ^2 statistics are difficult to achieve with large samples, and χ^2 statistics are sensitive to sample size and model complexity, the χ^2/df can be calculated instead to adjust for model complexity. Values of less than 3 are considered favorable (Bollen, 1989). CFI ranges between 0 to 1 with 0 indicating poor fit and 1 indicating perfect fit. To be a good model fit, CFI values should exceed .90 (Bollen, 1989). Conventionally, the RMSEA shows reasonable fit when its values are between .05-.08. The RMSEA values less than .05 indicate quite good fit (Browne & Cudek, 1993).

Group comparison. The focus of the present study is to compare the hypothesized model across the different employment groups. To compare models in SEM, measurement invariance should be met; the relations of latent variables with each of their indicators must be identical across groups (Meredith, 1993; Widaman & Reise, 1997). In other words, between-group comparisons are possible when the indicators of

the latent variables mean the same things to members of different groups (Cheung & Rensvold, 2002).

To examine the measurement invariance across the group, factor loadings, intercepts, and unique variances of the measures of all the latent variables in the models are set to be equal across groups and the models with these constraints are compared with the model without the constraints. If the model fit of constrained models does not change meaningfully from that of the less constrained model, one can conclude that the relations among the measures in the SEM are invariant across groups (Widaman & Reise, 1997). Although there is no clear-cut guideline about how much change in model fit indicates measurement variance across groups, Cheung & Rensvold (2002) suggested that a change in CFI of 0.01 or less is a reliable indicator of between-group measurement invariance. Changes in other fit indices such as χ^2 */df* and RMSEA are also examined when determining the measurement invariance (Cheung & Rensvold, 2002; Widaman & Reise, 1997).

The test of the measurement equivalence assumption preceded the multigroup comparisons. Once having met assumption, the systematic differences in the pathways among mothers' beliefs, maternal psychological well-being, maternal sensitivity in the interaction with the child and child outcomes were tested with all of the paths among the latent variables constrained to be equal across employment groups. The model fit of the latent path invariance model was compared to that of the model without those constraints. Significant changes in χ^2 statistics were interpreted as indicating that there were significant systematic differences across the three employment groups in the

causal relationships among maternal beliefs, psychological well-being, mother-child relationship and children's socioemotional outcomes. In the case when there are three employment groups to compare, overall comparisons of the three groups were conducted first and then the two extreme groups (i.e., extensively employed vs. never employed) were compared.

Results

Employment Group Descriptions

Employment groups were created on the basis of cumulative employment histories at three different phases defined by points in the target child's life: age 6-12 months, age 6-36 months, and age 6 months – first grade. Hereafter, these are referred to as 12-month employment, 36-month employment, and first-grade employment, respectively. At each of these three time periods, mothers were divided into those who had been extensively employed, those who had never worked, and those who had worked inconsistently or part time (the middle group).

The descriptive analyses were designed to determine whether the employment groups differed on a range of demographic, personality, and attitudinal characteristics and whether their children's social behavior differed. Descriptive statistics of the analytic variables in the three employment groups at each phase were computed. The means and standard deviations of the measures are presented in Table 3 for the 12-months employment model, Table 4 for the 36 months model and Table 5 for the first grade model. The groups were compared by ANOVA or *t*-test and post-hoc tests were performed when significant group differences were found in ANOVA.

At all three phases, there were differences between the employment groups in demographic characteristics and indicators of maternal attitudes toward employment at all phases. The extensively employed mothers were likely to be older and to have higher education and more family income, compared to mothers in the other groups. Mothers who had not worked had more children and their target child was less likely to

be firstborn compared to extensively working mothers and inconsistently/part-time working mothers. Interestingly, no significant ethnic differences were found across the employment groups. At the 12-month phase, mothers who had not worked were less likely than the other groups to have a partner in the home, but by first grade, nonworking mothers were more likely to have a partner. That is, the mothers who had remained consistently nonworking for the first six or seven years of the child's life were more apt to have a partner.

As expected, mothers who worked extensively were more positive about the developmental consequences of maternal employment compared to mothers who did not work and mothers who worked sporadically. Mothers who did not work reported the least positive view among the three groups. The three employment groups were also different from each other in ideal employment status. Mothers who did not work were those who desired to stay home full-time most.

There were no significant and consistent group differences in the measures of maternal well-being and sensitivity except that mothers who had not worked reported a significantly higher level of parenting stress at 36 months than did mothers who had worked extensively or inconsistently/part time.

There were some group differences in the child outcome measure, mainly in the caregiver- and teacher-reported outcomes. T-tests of caregiver-rated behavior problems at 36 months demonstrated that children of the extensively employed group were rated significantly higher on withdrawal and aggressive behavior than were those of the middle employment group. In first grade, teachers rated children of mothers who had

worked extensively for the first three years and children of mothers who had worked until their child entered school as being more aggressive and having less self control than children of non-working mothers and children of mother who had worked inconsistently or part time. (See Table 4 and 5 for detail).

Bivariate correlations among the variables in the present study were generated for the full study sample and the three employment groups at 36 months and first grade. The results are displayed in the tables in Appendix A (Table A1-A8).

Tests of the Theoretical Model When Children were 36 Months Old

In this section, the major research questions of the present study will be examined. The questions are: First, do the strength and direction of the relations of mothers' attitudes toward maternal employment to psychological well-being differ for mothers in different employment statuses defined by the child's first year of life, first three years of life, or by the period prior to first grade? Second, does mothers' psychological well-being predict maternal sensitivity in mother-child interaction in different ways across the employment groups? Third, do maternal well-being and sensitivity mediate the relations between mothers' attitudes and child outcomes? And finally, what are the relations among mothers' attitudes toward employment, psychological well-being, sensitivity and child socioemotional development when the children are three years old and when they are in first grade?

To investigate these questions, SEM models predicting child socioemotional outcomes at two different ages were tested: 36 months and first grade. At each age,

there were four social behavior measures: maternal reports of problem behavior and social competence and caregiver/teacher reports of problem behavior and social competence. The three employment groups of mothers were defined based on the amount of employment they had been engaged at three different phases of the child's life: 6-12 months, 6-36 months, and 6 months - first grade.

In this section, first, the SEM models predicting child problem behavior and social competence at 36 months were compared for the employment groups defined by the amount of employment for the *first* year of the child's life. In other words, the question addressed was whether the relations among maternal attitudes, psychological well-being, sensitivity and child outcomes when the child was 36 months old differed for groups of mothers with different amount of employment during child's infancy.

Then, parallel SEM models and group comparisons are presented for groups of mothers whose cumulative is defined by their patterns across the child's first three years of life. The models predicting 36 month child outcomes were tested and compared across the groups of mothers who worked extensively for the first *three* years, mothers who did not work, and mothers who worked sporadically or part-time.

Child's Socioemotional Development at 36 months in 12-month Employment Groups

To investigate any legged effects of maternal employment during the infancy on the patterns of associations from mothers' beliefs about maternal employment to mothers' psychological well-being and sensitivity and children's socioemotional development at 36 months, SEM models predicting 36-month social behavior were

tested using the employment groups determined by mothers' working hours from 6 to 12 months. The extensively employed group included 436 mothers who worked 30 hours or more per week from 6 months after the baby's birth to age 12 months; 378 mothers who did not work more than 10 hours a week, and; 393 mothers who worked part-time or worked fulltime for only part of the period from 6 to 12 months. SEM models predicting mother-reported behavior problems and mother-reported social competence were tested simultaneously for mothers in the three employment groups.

For maternal reports of children's behavior, all three employment groups were compared, but for caregiver reports, only the extensively employed and middle groups were compared. Of 463 children in the extensively employed group, information on 298 children's socioemotional development was obtained from caregivers at child care settings. Completed caregiver information on 212 out of 393 children in the middle group was available. There was 36-month caregiver information on 103 children of mothers who did not work for the first year, but this group was not included in the analyses because the sample size was small for model testing (N = 103).

The summary of the path coefficients, model fit, and group comparison is presented in Table 6. The models were tested for all the three employment groups, but to avoid the excessive number of figures in the text, the figures of the models for the extensively employed group and the not employed group, which are the main focus in the current study, are presented here; the figures for the middle group models appear in Appendix B. All the models predicting 36 months child outcomes include the following covariates : child=African American, child=Hispanic or other, mother's age, mother's

education, mean income-to-need ratio 6-36 months, proportion of time when husband/partner is at home 6-36 months, number of children in household, child=boy and child=firstborn. To promote clarity, these coefficients are not shown in the figures. The decompositions of the total, direct, and indirect effects of these covariates and the indicator of the theoretical constructs in the study are presented in Appendix C.

The results summarized in Table 6 indicate that the relations between mothers' attitudes toward maternal employment and maternal psychological well-being vary across the employment groups in the predicted pattern. In all four models , positive attitudes about maternal employment of mothers who were extensively employed for the first year were significantly or marginally associated with better psychological well-being at 36 months with βs ranging from .25 to .27 (see Figures 2, 4, 6, and 7). By contrast, mothers who did not work reported significantly better psychological well-being when they believed maternal employment would have negative consequences for children's development and preferred staying home full-time (see Figures 3 and 5). In the middle group, there was a positive, albeit not significant, relation between mothers' attitudes toward maternal employment and psychological well-being (see Appendix Figures B1-B4).

In all the models predicting mother-reported child outcomes at 36 months , mothers who were psychologically better off were more likely to be sensitive in mother-child interactions (marginally in the middle group) and to perceive their children as having fewer behavior problems and greater social competence. There was, however, no significant relation between maternal sensitivity and mother-reported child outcomes

except in the model predicting social competence in the extensively employed group (β = .24, $p < .001$, see Figure 4).

In the models predicting caregiver-reported child outcomes, the pattern of the relations among psychological well-being, sensitivity and child outcomes was slightly different from that in the models predicting mother-reported outcomes. In both the extensively employed and middle groups, mothers' better psychological well-being was positively related to greater sensitivity. However, maternal well-being was not directly related to caregiver-reported behavior problems or social competence. Well-being predicted maternal sensitivity, and sensitivity predicted greater social competence among the children of both groups of mothers (β = .28, $p < .001$ and β = .24, $p < .05$, respectively), but did not predicted caregiver-rated child behavior problem at 36 months in either group. The models predicting caregiver ratings of social competence and problem behavior appear in Figure 6 and Figure 7.

To test whether the patterns of relations among mothers' attitudes toward employment, psychological well-being, sensitivity and child outcomes, multiple-group comparisons were conducted for the structural equations. Before performing model comparisons, tests for measurement invariance, an assumption that relations among measures in the study are same across different group, were carried out. Measurement invariance should be established when comparing multiple groups in structural equation modeling. Otherwise, the interpretations of between-group differences remain ambiguous and unreliable (Cheung & Rensvold, 2002).

To test this assumption, factor loadings, intercepts, and variances for measures of all of the latent constructs were constrained to be equal across the employment groups and examined the change in the fit indices when the constraints are imposed. According to Cheung and Rensvold (2002), a value of change in CFI smaller than or equal to -.01 when the restrictions are added indicates that the null hypothesis of invariance should not be rejected. Three nested models with the constraints across the employment groups were generated for each comparison (a) a model with constrained factor loadings, (b) a model with constrained factor loadings and intercepts, and (c) a model with constrained factor loadings and variances. Change in the CFI from the unrestricted model to the model with constrained factor loadings was examined. CFIs of the other two models were next compared with that of the model with constrained factor loading. For the models of the four 36-month child outcomes, all of the changes in the CFIs as invariance constraints were added were minimal; none of the Δ CFI exceeded -.002.

As the assumption of measurement invariance was satisfied, the multi-group comparisons were first performed for mother-reported outcomes by the three employment groups. To determine if there were systematic overall between-group differences in the relations among the latent constructs, the latent paths identified in Figure 1 were held to be equal across the employment groups and the changes in the model fit were examined. Significant decrease in χ^2 statistics from the model without any constraints to the model with constrained latent paths suggests a significant group difference. The tests of change in χ^2 statistics suggested that there were significant

group differences in the relations among mothers' attitudes, psychological well-being, sensitivity and mother-reported behavior problems and social competence across the three employment groups: $\Delta\chi^2$ (8) = 19.23, p<.05 and $\Delta\chi^2$ (8) = 19.97, p<.01, respectively. Comparisons of each path revealed that the path from maternal attitudes to psychological well-being was the only path that is significantly different across the groups: $\Delta\chi^2$ (2) = 13.81, p<.001 for the model predicting mother-reported problem behavior and $\Delta\chi^2$ (2) = 14.90, p<.001 for the model predicting mother-reported social competence.

Because the main interest of the study was to investigate the difference in the relations among the mother and child constructs identified the model for mothers who were in the two extreme employment statuses, additional comparison analyses were conducted using mothers who always worked more than 30 hours per week and mothers who did not work for the first year. As expected, there was a significant difference between the two employment groups in the relations among mothers' attitudes, psychological well-being, sensitivity, and mother-reported problem behavior and social competence: $\Delta\chi^2$ (4)= 13.95, p< .01 and $\Delta\chi^2$ (4)= 15.98, p< .01 respectively. Comparisons of the paths showed that the path from maternal attitudes to psychological well-being was significantly different in the two extreme groups in the models predicting mother-reported problem behavior and social competence: $\Delta\chi^2$ (1)= 13.74, p< .001 and $\Delta\chi^2$ (1)= 14.65, p< .001, respectively. The models for the extensively employed and middle groups were not significantly different for caregiver reported problem behavior and social competence.

The proportions of the variances in the latent constructs accounted for by the direct and indirect effects of the covariates and the constructs included in the model (R^2s) appear in circles in the figures (also see Appendix Tables A1-A3). Model fit was exceptionally good for across the outcomes in all of the three 12 months employment groups: CFIs $\geq$ .993, RMSEAs $\leq$ .057, and χ^2/dfs $\leq$ 1.16.

Child's Socioemotional Development at 36 months in 36-month Employment Groups

In this section, the models tested were identical to those reported above, but mothers were classified on the basis of their employment histories throughout the child's first three years of life (36-month employment status). Child outcomes included mother-reported and caregiver-reported problem behavior and social competence when the child was 3 years old.

Of the 321 children of extensively employed mothers, 239 children had completed information about behavior problems and social competence from their caregivers at the child care settings; 340 children out of 651 children of mothers who worked part-time or inconsistently had complete caregiver ratings. As only 37 out of 241 children in the not employed group had completed ratings on child outcomes by the caregivers, this group was excluded from the analyses for the caregiver-reported outcomes.

The summary of the path coefficients, model fit indices and model comparison appears in Table 7. The models are illustrated in Figures 8 through 13 and Appendix Figures B4 through B8. The results include the standardized path coefficients and the

values of the *z* test associated with each parameter estimate. In the model, the direct paths from covariates to each latent construct are not shown, but were included in the analyses.

The results presented in the table and figures supported the hypothesis. As expected and as found in the models of the 12-month employment groups, mothers' positive attitudes toward employment were related to better psychological well-being among the mothers who had worked more than 30 hours per week for the first three years with βs ranging from .33 to .36. On the contrary, mothers who did not work reported more depression, parenting stress and less feeling of social support when they had positive beliefs about maternal employment and they had less preference to stay home full-time. In the middle group, there was virtually no relation between maternal attitudes and psychological well-being.

The extensively employed group and the not employed group showed a similar pattern in the relations among maternal well-being, sensitivity and child outcomes. The middle group followed a somewhat different pattern compared the other two groups. Maternal psychological well-being in the extensively employed and the not employed groups was positively related to maternal sensitivity and to low levels of mother-reported problem behavior and high levels of social competence (see Figures 8 and 10 for the extensively employed group, and Figures 9 and 11 for the not employed group). Mothers' psychological well-being, however, did not predict caregiver-reported child in the extensively employed group. In this group, the relations of psychological well-being to social competence, as rated by the mother and the caregiver, were mediated by

maternal sensitivity. Mothers with better psychological well-being manifested more sensitivity in observed mother-child interactions, and more sensitive mothers had children with higher ratings of social competence. Interestingly, maternal sensitivity was less consistently related to low levels of behavior problems.

In the middle group, greater maternal well-being was related only to favorable child outcomes, but not to maternal sensitivity in the models predicting mother-reported child outcomes. Maternal well-being, however, was positively related to maternal sensitivity in the models predicting caregiver-reported problem behavior and social competence. Greater sensitivity was a consistent predictor of fewer mother-reported and caregiver-reported problem behaviors and greater social competence.

The measurement invariance assumption was tested before conducting group comparison analyses for the SEM models predicting 36 months child outcomes of three employment groups determined by the amount of employment during the first three years of the child's life. The assumption of measurement invariance was satisfied. Having met the measurement invariance assumption, the model comparisons were carried out.

For the models predicting mother-reported problem behavior and social competence, the overall patterns of relations among the latent variables in the three employment groups were significantly different: $\Delta\chi^2\,(8) = 22.56$, $p<.001$ and $\Delta\chi^2\,(8) = 25.70$, $p<.001$, respectively. Tests of significant difference of each path across the employment groups showed that the path from mothers' attitudes to maternal well-being was the only path that is different across the three employment groups: $\Delta\chi^2\,(2) = 13.42$,

$p<.001$ and $\Delta\chi^2$ (2) = 14.71, $p<.001$, respectively. The two extreme employment groups were compared, and the extensively employed group and the not employed group were significantly different in the overall patterns of relations among the latent variables: $\Delta\chi^2$ (4) = 14.35, $p < .01$ for mother-reported problem behavior and $\Delta\chi^2$ (4) = 14.62, $p<.01$ for mother-reported social competence. The path from maternal attitudes to psychological well-being was different in the models predicting mother reports of child outcomes whereas there was no group differences in the other paths: $\Delta\chi^2$ (1) = 13.39, $p<.001$ for problem behavior model and $\Delta\chi^2$ (1) = 13.94, $p<.001$ for social competence model, respectively. The models for the extensively employed and middle groups were not significantly different in the models predicting child socioemotional development rated by the caregivers at the child care settings.

The total, direct and indirect effects of the covariates and the psychological constructs in the model were decomposed and summarized in Appendix Tables C6 to C10. The proportions of the variances in the construct accounted for by the direct and indirect relations of covariates and the related constructs appear in circles in the SEM figures (R^2s). All of the 10 models fitted the data very well as indicated by CFIs $\geq .993$, RMSEAs $\leq .046$, and χ^2/dfs ≤ 1.07.

Tests of the Theoretical Model When Children were First Grade

In this section, the results of the SEM models predicting child socioemotional development at first grade are presented. First, the relations among maternal attitudes, psychological well-being, sensitivity, and child outcomes at first grade were examined

in the employment groups defined by the amount of mother's employment during the first three years of the child's life. In other words, these analyses tested whether different models described patterns of relations predicting children's social behavior at first grade for mothers who had engaged in different amounts of employment from the time the child was 6 months to three years old. Then follow identical models grouping models by their employment patterns from 6 months to first grade.

Child's Socioemotional Development at First Grade in 36-month Employment Groups

To examine whether the patterns of associations from mothers' beliefs about maternal employment to psychological well-being and sensitivity of mothers and children's socioemotional development in first grade vary depending on the mothers' employment status during the first three years of the child's life, SEM models were tested using the employment groups determined by mothers' working hours for the first 36 months of the child's life. The tests of SEM models predicting mother-reported behavior problems, mother-reported social competence, teacher-reported behavior problems, and teacher-reported social competence in first grade were performed simultaneously. Paths from all covariates to all endogenous variables were included in the models, but not shown in the figures. The direct and indirect effects of the covariates on the endogenous variables are summarized in Appendix C along with the effect decomposition of the psychological constructs include in the models.

The SEM models for 276 children whose mothers worked full-time for the first 36 months and for those who did not work (N = 200) are summarized in Table 8 and appear in Figures 14 through 21. Of 276 children in the extensively employed group at 36 months, 260 children had information on their socioemotional development from the first grade teachers. In the not employed group, 183 children of 200 children of the 36-month not employed group were included; 526 children of 558 of the 36-month middle group had completed teacher reports of problem behavior and social competence. The results of the models for the middle groups are presented in Appendix B.

The results, in general, indicated that the different patterns of the relations found in the 36-month outcome models for mothers with different employment histories were repeated in the models predicting child outcomes a few years later when their child was in the first grade. First of all, mothers' positive attitudes toward maternal employment predicted greater well-being at first grade among the mothers who had worked extensively for the first 36 months (βs from .35 to .39). In the not employed group, the negative relation between maternal attitudes and psychological well-being remained, albeit somewhat weakly. In the teacher-reported child outcome models for the not employed group, the path was not significant (see Figures 19 and 21). In the middle group, the relation was not significant across the four models, but the magnitude and the direction of the associations were close to those of the not employed group.

Across the child outcomes at first grade, in all the employment groups, mothers' greater psychological well-being predicted, at least marginally, more favorable child outcomes reported both by the mother and the teacher except in one model: the

model of the middle group for teacher-reported social competence. In all three groups, mothers who were observed as more sensitive in their interactions with their child were likely to perceive their child as being more socially skilled compared to those who showed less sensitivity. However, maternal sensitivity was not significantly related to mother ratings of problem behavior in the two extreme employment groups. In the middle group, the relation was marginally significant. Maternal sensitivity was a significant predictor of teacher reported child outcomes at first grade across the employment groups, except in the model predicting problem behaviors of the children of mothers who did not work for the first three years (see Figure 19).

One notably different pattern of relations in the models predicting first grade outcomes, compared to the models of 36 months outcomes, was the absence of the association between maternal well-being and sensitivity across the employment groups. The path coefficients were nearly .00 in the most of the models (see Table 8). The lack of significant relation between the two, therefore, did not support the expected flow of effects of maternal beliefs→psychological well-being→ sensitivity→ child outcomes.

The three 36 months employment groups significantly differed in the model of mother-reported social competence at first grade, marginally differed in the models of mother-reported problem behavior and teacher-reported social competence, and did not differ in the model predicting problem behavior rated by the teachers when the child was in the first grade. Further examination of group differences of the paths in the model predicting mother reports of social competence resulted in the significant

difference in the path from maternal attitudes to psychological well-being: $\Delta\chi^2$ (2) = 15.37, p<.001. The other paths did not differ across the three employment groups.

The extensively employed group and the not employed group were significantly different in the models predicting mother-reported outcomes, and marginally different in the models of teacher-reported child outcomes at first grade. In the models of mother reports of child outcomes, the path from mothers' positive attitudes to psychological well-being was the only path that differed in the two extreme groups: $\Delta\chi^2$ (1) = 9.00, p<.01 in the model of problem behavior and $\Delta\chi^2$ (1) = 14.17, p<.001 in the model of social competence. The models all fitted data exceptionally well. The model comparison statistics (χ^2 changes) and the model fit indexes appear in Table 8.

Child's Socioemotional Development a First Grade in First Grade Employment Groups

The SEM models predicting the children's socioemotional development at first grade were tested for the maternal employment groups that were based on their cumulative employment history from child age 6 months to first grade. When children were in first grade, 183 mothers had consistently worked 30 hours per week or more. The not employed group included 145 mothers who either had never worked more than 10 hours per week since the birth of the child or who had worked part-time for a brief period of time, but had never worked full-time. The middle group included 706 mothers who had had worked inconsistently or part time. Teacher-reported information

on socioemotional development was available for 170 children in the full-time group, 133 in the not employed group; and 666 in the middle group.

The relation of mothers' attitudes toward maternal employment to psychological well-being at first grade remained in the first grade employment groups as strong as they were when employment groups were based only on the child's first 36 months. Consistent with the models previously presented, mothers' positive attitudes predicted psychological well-being at first grade opposite directions for the mothers who had worked full-time and the mothers who had not been employed by the time the child was in first grade. In the extensively employed group, mothers who reported positive attitudes also reported fewer feelings of depression, anger, and anxiety, which in turn, were related to fewer problem behaviors and better social competence as reported by the mothers. Among the mothers who had not worked, those with positive attitudes to employment reported less psychological well-being, which in turn predicted their lower ratings of their children's social competence. Maternal well-being did not predict teacher ratings of children's competence or behavior problems.

Mothers' psychological well-being did not predict maternal sensitivity in the mother-child interactions in any of the groups. High maternal sensitivity was significantly related to high maternal ratings of social competence across groups (although not all of the coefficients reached a significant level) (see Table 9, Figures 22-25). In the not employed groups, children of more sensitive mothers were rated by teachers as having fewer problem behaviors and higher social competence (Figures 27 and 29); there were similar trends for children of extensively employed mothers

(Figures 26 and 28). In the models for the middle group, sensitivity was not related to teacher reported competence or problems (Table 9).

Overall comparisons among the three employment groups showed that the models predicting mother-reported child outcomes were not significantly different from one another. There were overall group differences, however, among the models of teacher-reported outcomes (marginally for social competence). The path between mothers' attitudes and psychological well-being was the only path that was significantly different across the three employment groups in the model predicting teacher reports of problem behavior at first grade ($\Delta\chi^2$ (2) = 9.38, p<.01).

The two extreme groups differed significantly only on the models predicting mother-reported social competence ($\Delta\chi^2$ (4)= 11.01, p<.05) and the path from maternal attitudes to well-being was the only significantly different path ($\Delta\chi^2$ (1) = 9.23, p<.01). The models for teacher reported problem behavior were different at a marginal level. The models for the three employment groups all fitted the data exceptionally well as indicated by CFIs ≥ .986, RMSEAs ≤ .051, and χ^2/dfs ≤ 1.36.

The Middle Group

A large number of mothers were included in the "middle" group, composed of mothers who did not belong to the two extreme employment groups: the extensively employed mothers, who had always been employed full-time and the not employed mothers, who had not been employed more than 10 hours per week (and mothers who had briefly worked some part-time at first grade). Therefore, the middle group was a

combination of those who had worked part-time consistently and those who had worked part-time or full-time sporadically. Even though the main focus of the present study was the contrasting effects of mothers' attitudes toward maternal employment on mothers' well-being, sensitivity and child outcomes for mothers who had worked extensively and consistently and mothers who were consistently not in the labor market to any significant extent, the large sample size of the middle group and the diverse patterns of employment represented in it called for a further examination of the characteristics of the mothers in this group.

Some descriptive analyses were carried out to examine the amount of employment and type of employment in the middle group. At 36 months, a total of 651 mothers were included in this group. These mothers worked an average 20.09 hours per week (SD = 11.07) for the first three years after the child's birth. About 72% of them reported that they had ever been in full-time employment by 36 months; 64% of them had ever worked part-time. Roughly 15% had worked full-time more than 80% of the time from 6 months after the child's birth to 36 months[1]; 15% had stayed home full-time for more than 80% of the time; 21% had worked a combination of part-time and full-time throughout the first three years of the child's life. About 46% of the mothers turned out to work full-time and/or part-time at least the two thirds of the time by three years after the child's birth. Only few mothers ($N = 42$) were *always* employed part-time.

[1] This means mothers answered they worked more than 30 hours per week at more than 80% of the epochs when they had valid responses to the amount of employment. By 36 months, mothers were asked about the amount of employment at a total of 6 epochs, and by first grade at a total of 16 epochs.

At first grade, more mothers were included in this group ($N = 706$). They had been employed an average of 22.64 hours per week ($SD = 11.50$) since 6 months after the birth of the child. About 90% of them had experienced full-time employment; 68% mothers had ever worked part-time. More than 13% had worked full-time more than 90% of the time; only 3% had worked consistently part-time. About 10% had stayed home full-time more than 75% of time throughout the preschool years of their child. About 51% of mothers worked full-time and/or part-time for about two thirds of the time until their child entered school.

Since the group size is relatively large and the employment experiences of the mothers turned out to be various in amount and type, further efforts were made to break up the group and compare the subgroups. At both phases, the middle group was divided into two similar size of subgroups based on the proportion of time when mothers were employed either part-time or full-time. When determining the groups, the 50th percentile of the average amount of employment was used as the cut point (20 hours per week at 36 months; 22 hours per week at first grade). At 36 months, descriptive statistics showed that 322 out of 651 mothers had worked less than 20 hours per week on average over the first three years of the child's life; the other 329 mothers were employed at least 20 hours per week on average. At first grade, 353 out of 706 mothers had been employed for an average of less than 22 hours per week; the other 353 had worked 22 hours or more on average.

For nine of the measures of background information included in the present study as covariates, *t* tests were completed to evaluate whether the mean value of the

measured variable for the middle group mothers who had worked more differed significantly from the mean value for those who had worked less. The *t* tests indicated that there were significant differences between the mean values for these two subgroups on six measures at 36 months: age, education, proportion of time when mother was partnered, family income-to-needs ratio, number of children in household, and whether the child is firstborn. Compared to mothers who had not worked 20 hours or more per week , mothers who had worked for more time were older, more educated, more likely to live with a husband/partner, had more income, had fewer children and were more likely to have a firstborn target child. At first grade, mothers who had worked 22 hours per week or more did not differ on age or partner status from those who had worked less. However, they had more years of education, more income, fewer children, and their study child was more likely to be firstborn. There were no differences at either phase in the probability that the mother was African American or Hispanic or in the gender of the child. The summary of these results of *t* tests is presented in Table 10. Additional analyses of SEM models for the two subgroups within the middle group, not presented here, were performed. The relations among the constructs in the models for the two subgroups were generally similar to those of the whole middle group at both phases. It was, however, notable that, the magnitude and the direction of the coefficients of the path from mothers' positive attitudes to psychological well-being were somewhat different between the two subgroups.

Although not significant, both at 36 months and first grade, the middle group mothers who had worked less had patterns that were similar to those in the not

employed group; they showed poorer psychological well-being when they had positive attitudes about maternal employment, indicated by βs ranging from -.12 to -.17, *ns* at 36 months, and from -.32 to -.33, *ns* at first grade in the models across the child outcomes. On the other hand, the parallel path coefficients in the models for the middle group mothers who had worked more were close to zero (βs from .02 to .06). To examine the group differences between the subgroups of the middle group, multiple-group comparisons were carried out for each outcome model at both phases: there were no significant group differences.

Discussion

The major goal of the present study was to explore the role of mothers' attitudes toward maternal employment for mothers with different employment patterns as an indirect influence on their children's socioemotional development. It was expected when mothers' attitudes and beliefs were consistent with their employment patterns, they would have better psychological well-being than when their attitudes and behavior were incongruent. Psychological well-being was expected to predict maternal sensitivity, which would in turn lead to better social competence and fewer behavior problems for their young children.

The results supported the prediction that, among mothers who were employed full time over their children's early years, those with positive attitudes about maternal employment had better psychological well-being. Among mothers who were not employed, those with positive attitudes and beliefs about maternal employment had lower levels of psychological well-being than did mothers who believed that maternal employment was harmful to children. That is, mothers whose behavior was consistent with their attitudes had better well-being than did those with inconsistent patterns. For both groups of mothers, those with better psychological well-being rated their children as more socially competent and as having fewer problem behaviors than did mothers who were more depressed and anxious. There was partial support for the prediction that mothers' well-being would predict sensitivity, and that more sensitive mothers would have children with more positive socioemotional development as perceived by

both mothers and teachers. In general, mothers and children benefit when maternal attitudes are consistent with mother's actual employment status.

Mothers' Attitudes toward Maternal Employment and Psychological Well-Being

Do Beliefs Relate to Psychological Well-Being Differently by Employment Status?

The study presents strong and consistent evidence that mothers' positive beliefs about maternal employment predict better psychological well-being for employed mothers. The results confirm the previous findings that employed mothers were psychologically better off when they expected beneficial effects of employment for their children (Chang & Huston, 2001; Goldberg et al., 1992), and when their preferences for employment or nonemployment match their actual employment status (Hock & DeMeis, 1990).

Interestingly, and as expected, in ten out of twelve models, stay-at-home mothers reported more distress when they held the idea that maternal employment can benefit children's development and did not prefer to be home full-time. In all 16 models for extensively working mothers, mothers' positive attitudes toward maternal employment predicted better psychological well-being. The differential prediction of mothers' psychological well-being from maternal beliefs and attitudes confirms the importance of accordance between attitudes toward employment and employment behavior suggested in theories and previous empirical findings (e.g., Chang & Huston, 2001; Hock & DeMeis, 1990; Klein, et al., 1998).

This finding is noteworthy because of the three main reasons. First, the models included a series of demographic characteristics as covariates. The descriptive analyses revealed that the employment groups were different in demographic characteristics and attitudes, but not in the measured personality characteristics or observed sensitivity in interactions with their children. Previous findings suggested that mothers' beliefs and attitudes were also related to demographic characteristics. Therefore, in the present study these group differences were controlled in the analyses, yet the effects of maternal attitudes on psychological well-being remained intact across models testing different time periods and child outcomes. Second, within each employment group, the variability in attitudes was limited, making it less likely that relations of attitudes to other variables would be demonstrated. Finally, it is noteworthy that these relations of attitudes to well-being were relatively constant across different periods of the child's life from infancy through the preschool years.

One important feature of this study is inclusion of stay-at-home mothers. There have been a few studies on psychological well-being of stay-at-home mothers mainly in the relation to personal preference, but mothers' beliefs and attitudes have rarely been taken into account. These findings suggest that mothers with positive attitudes to employment may experience distress from remaining out of the workforce, and that distress may translate into less positive environments for their children. This finding sheds light on the importance of general beliefs and attitudes that are presumably closely related to and affected by social values and expectations for women with young children particularly in the lives of mothers who stay home full time.

While great attention has been paid to working mothers' multiple roles, their struggle with different spheres of responsibility, and their conflict with the traditional social expectations for mothers with young children, value conflicts that stay-at-home mothers face may have been underestimated. Whereas social expectations for exclusive mother care persist despite the increasing labor force participation of mothers with young children, there is also a contrasting cultural pattern of expecting women to have a career and devaluating full-time stay-at-home mothers. The negative effects of favorable attitudes toward employment on psychological well-being of nonworking mothers may reflect their frustration with the value conflict between the embellished portrait of young working "supermoms" and their realistic or circumstantial choice of being a full-time home-stay mother. It may also reflect the fact that they are deprived of the benefits and satisfactions of employment.

Do the Effects of Beliefs and Attitudes Last? Evidence from Longitudinal Approach

It was somewhat unexpected to find that maternal attitudes toward maternal employment measured at 1 month after the child's birth, and mothers' personal preferences for staying home full-time at 36 months predicted maternal psychological well-being when the child was in the first grade as strongly as at 36 months. In particular, positive attitudes predicted greater psychological well-being of extensively working mothers in all models (marginally in two models). With two exceptions, the significant or marginal effects of maternal attitudes toward employment consistently appeared.

The persistent effects of mothers' attitudes at about the same magnitudes were somewhat unanticipated because it was expected that the magnitudes of the effects of maternal attitudes, especially mothers' beliefs about the developmental consequences of maternal employment measured around the time of the child's birth, would decrease as the result of the changes in concerns about the beneficial or detrimental effects of employment as children got older. For instance, by the time when the child enters first grade, the majority of the children have experienced nonmaternal care regardless of mothers' employment. As a result, mothers' concerns about the harmful effects of mothers' absence, specifically due to employment, would be expected to decrease as the norm expectation for exclusive mother care diminishes with the child's age. However, somewhat differently from the expectation, it is clear for the data that the beliefs and attitudes mothers possessed at the child's birth affected mothers' psychological well-being in a fairly steady pattern into the time the child enters school.

To examine time-lagged belief effects, the current study adopted a longitudinal approach using earlier employment groupings in the models predicting mother and child outcomes two or three years later. It was consistently evident that positive beliefs about maternal employment and less preference for staying home full-time predicted working mothers' healthier psychological well-being later. It clearly implies the importance of the congruence of mothers' beliefs, preference and working status, especially during the early years of the child's life, in maternal psychological well being. This finding may be partly explained by the fact that majority of the mothers who worked extensively

early tended to remain employed full time at the time of the measurement of psychological well-being.

In interpreting the results of the effects of maternal attitudes, however, it should be acknowledged that the target child (i.e., the child whose socioemotional development was measured) was not the only child in the family. In many families, there was more than one child in the household (e.g., the mean number of children at 36 months = 2.13 and at first grade = 2.41). Thus, maternal attitudes and ideal employment status may be based on her prior experiences with her older child, or her experiences of having another child after the target child.

The Middle Group

A sizeable number of mothers did not fit the dichotomous classification of employed mothers and stay-at-home mothers. They included mothers who worked part-time, started to work more than 6 months after the child's birth, and/or stopped working for some reason. The creation of this mixed group was possible because of the rich longitudinal information on the amount of employment included in the data. Mothers who worked *some* full-time or part-time jobs stand about in the middle of their extensively working and not working counterparts in that their psychological well-being was not significantly affected by the attitudes toward mothers' employment. Further examinations of the amount of employment of the mothers in the middle group revealed that most of the mothers had worked full-time at some point and about half of the mothers had been employed for a large proportion of time. Since the mothers in the

middle group had had some experiences of employment, it was expected that this group would be more similar to the extensively employed group than to the not employed group. But the data did not support the hypothesis.

A closer examination of the path coefficients in the models of predicting psychological well-being and children's social development at 36 months of age, however, suggest, however, that mothers who worked part of the time during the child's infancy (i.e., between 6 and 12 months) were similar to those who worked full time. In general, compared to mothers with negative attitudes, those with positive attitudes about employment manifested better psychological well-being two years later, when the child was three years old. Even though the relation was not significant in all of the models for the middle group, the direction was consistently positive, ranging from .10 to .17. There were virtually no relations (βs ranges from -.05 to .04) between attitudes and well-being for mothers with mixed employment patterns over the child's toddler and preschool years.

The slight, but notable difference in where this group of mothers stand between extensively employed mothers and stay-at-home mothers seems to relate to the *timing* of employment. Since the role of mothers in the first year of the child's life is commonly considered as crucial for the child's development, mothers who decide to go back to work during this period, even though they work part-time, return to work right after the birth, or stop working soon after they return, may be more similar to mothers who work extensively mothers in terms of motivation and need of employment,

compared to those who return to work more than a year later after the child's birth, or those who work briefly or part time during the first three to six years of the child's life.

Another possible explanation is the changing nature of the middle group. For example, the proportion of time that mothers were employed may differ from the first year to the first grade. The mothers categorized into this group later are more likely to vary in their employment history than those classified at the12 months. In short, compared to the two extreme groups of mothers who always extensively worked and mothers who always stayed home full-time, the composition of the middle group is more heterogeneous over time.

One reason for inconsistent employment patterns in the middle group might be family changes; they might have had more children or they might have gained or lost a spouse/partner. There was no evidence that mothers in the middle group had more children after the target child compared to the other extreme groups, and the total number of children was greatest in the not employed group at all phases. Similarly, at each age period, the mothers in the middle group were about as likely to have a partner as were the extensively employed mothers.

Along with the changes in employment status, mothers' attitudes and beliefs may also have been changed, which could have resulted in the weak prediction of maternal attitudes over time. That is especially likely for beliefs about benefits and costs of maternal employment, measured at the early stage of the study. It is also possible that this group of mothers are those who try to adjust their employment status

to minimize the discordance between beliefs and behavior, thus their psychological well-being becomes more independent of the effects of attitudes.

Mediating Roles of Mothers' Psychological Well-being and Sensitivity

Mediation of Psychological Well-Being in the Relations of Mothers' Attitudes to Child Socioemotional Outcomes

The most consistent relation was the relation of mothers' psychological well-being to mother-reported child outcomes. When there were any significant effects of attitudes on psychological well-being, the indirect effects of attitudes on mother-reported child socioemotional outcomes were mediated by mothers' psychological well-being. Among the extensively employed mothers, positive attitudes toward maternal employment predicted fewer behavior problems and greater social competence via better psychological well-being. The finding is consistent with previous evidence that children benefit when maternal attitudes and preferences match with mother's actual employment (Crokenberg & Litman, 1991; Farel, 1990; MacEwen & Barling, 1991; Hock & Clinger, 1981).

This pattern may provide an explanation for the differential prediction of maternal beliefs to mother-reported child socioemotional outcomes for children in full time maternal care and those in extensive nonmaternal care found in an earlier study of the NICHD Early Child Care Research Network (1998b). Most of the bivariate correlations between mothers' beliefs and child outcomes and between ideal employment status of mother and child outcomes in the extensively employed group

and not employed group were significant, but additional analyses of the models with a direct path from beliefs on mother-reported child socioemotional outcomes, not described in the current study, revealed no direct relations between the two. Instead, with the selection-effect covariates controlled, psychological well-being turned out to be the mediator through which maternal attitudes toward employment are related to socioemotional development of children in the two extreme employment groups.

In these close relations between maternal well-being and mother-reported child outcomes, the possibility of shared method variance cannot be ruled out. It is also possible that children behave differently. There might be due to the contextual differences in the contexts where child's behaviors were observed. However, some direct predictions of teacher-rated outcomes at first grade and some indirect relations with caregiver-rated outcomes through observed maternal sensitivity at 36 months suggest that the patterns are accurate. More sophisticated modeling (e.g., correlating the error variance of the measures from same reporter) might help to minimize the possible problem of shared method variance.

Mediation of Maternal Sensitivity in the Relations of Mothers' Attitudes to Child Socioemotional Outcomes

Maternal sensitivity was expected to be a mediator of the effects of mothers' psychological well-being on child outcomes. The results were rather variable; the mediating role was inconsistent across the employment groups and measurement phases. Maternal sensitivity was more consistently related to children's social

competence than to behavior problems. At 36 months, as expected, mothers' psychological well-being predicted maternal sensitivity in the most of the models (significantly in 16 models, and marginally in 2 out of 20 models). Maternal sensitivity predicted both mother-reported and caregiver/teacher-reported child social competence among the extensively employed mothers. Therefore in the extensively employed group, where the consistent relation between beliefs and psychological well-being exists, positive beliefs predicted greater caregiver-reported social competence through the paths of positive beliefs→ better psychological well-being → maternal sensitivity → social competence.

However, at first grade, there was virtually no association between mothers' psychological well-being and sensitivity, indicating that maternal sensitivity is not always a mediator between maternal well-being and child socioemotional development. Even though the bivariate correlations between maternal well-being and sensitivity at first grade were significant, in the model with other relations and a series of covariates, the path between the two was not significant. One possible explanation of the absence of direct relation between maternal well-being and sensitivity might be that the quality of mother-child interaction by this time is more affected by other factors, for example, home environments or mother's educational level, rather than mothers' psychological health. The tasks at first grade required more academic and cognitive skills than did the tasks for toddlers. Therefore it is possible that other factors that were included in the covariates might have played a role of diminish the effects of maternal well-being on

sensitivity. It is also possible that it is easier for mothers to be sensitive to their children regardless of their psychological well-being when the child is older.

The significant connections among attitudes, psychological well-being, sensitivity and child outcomes are consistent with previous evidence that children benefit when maternal attitudes and preferences match with mother's actual employment. Mothers feel greater satisfaction and show more positive parenting (Crokenberg & Litman, 1991). Crokenberg and Litman (1991) also found that the associations between mothers' role satisfaction, mother-child interactions and child behavior were stronger for employed than for unemployed mothers. The mediation of psychological well-being between maternal attitudes and sensitivity also provides a possible explanation for the previous findings that congruence between mothers' attitudes toward employment and their employment status predicted better quality of mother-child interaction and positive parenting behaviors (e.g., Gottfried, et al., 1988; Stucky, et al., 1982).

Because children of unemployed mothers spend more time in the exclusive care of their mothers than do children of extensively employed mothers, it might be expected that variations maternal well-being and sensitivity would have more effect (positive or negative) on socioeomotional development. Earlier studies testing this notion produced mixed findings. Howes (1990) found relatively stronger predictive power of parental involvement for socioemotional development of children who were in exclusive maternal care than for children of employed mothers (e.g., Howes, 1990). Belsky (1990) argued that a shift of some of the locus of influence on children's

development from family to the child-care setting can explain the attenuated effects of family predictors in the case of children are in full-time nonparental care. However, others did not find different patterns of associations between family factors and child functioning across groups experiencing different amounts of nonmaternal care (Clarke-Stewart, Gruber, & Fitzgerald, 1994; NICHD Early Child Care Research Network, 1998b).

In the current study, it was expected that the associations among maternal well-being, sensitivity and child outcomes would not vary with the amount of employment. On the one hand, maternal well-being was consistently associated with mother-reported child outcomes in both extreme employment groups at both 36 months and first grade. On the other hand, maternal sensitivity was more consistently associated with mothers' perceptions of children's social competence in the extensively employed group than for mothers who did not work. In first grade, maternal sensitivity predicted teacher-reported socioemotional functioning more consistently in the not working group than in the other two groups.

The current study adds importantly to the earlier investigations. In the previous studies, mother reports of child socioemotional outcomes were used, and the grouping was based on the child care experiences. The strengths of the associations were compared based on the bivariate correlations. The current models, controlling for a series of selective effects (i.e., ethnicity, mother's age, mother's education, number of children, presence of husband/partner, family income, child's gender and birth order), may mitigate the differences in the effect sizes of maternal factors on child outcomes

across the employment groups. The groups were determined based on the amount of employment of mothers, not the child care experiences of children. Although employment and child care are highly associated, they are not isomorphic, and their impacts may differ slightly. Whatever the explanation, the findings suggest that there is no evidence that maternal influences are weakened in families whose mothers do not stay at home full-time with their child.

Limitations of the Study

One of the important issues to consider with interpreting the results is that mothers' beliefs were measured only once, a month after the child's birth. In the preliminary analyses for the current study, mothers' beliefs were moderately correlated with other related constructs (e.g., work commitment, amount of employment, gain and strain from combining work and family, work-family conflict) well until first grade. Based on these results, it appears that mothers' beliefs are fairly stable over time and could be used to predict 36 months and first grade mother- and child- outcomes. Also by adding mother's ideal status at 36 months (6 months data for models of 12 months employment groups), the study made an effort to take into account for mother's personal preference for employment when the child got older.

Nevertheless, the absence of later information on mothers' beliefs limits the opportunity to examine the changes in mothers' beliefs. It is still possible that mothers' attitudes and beliefs change over time as they are integrated with the mother's experiences as a working mother or a stay-at-home mother and the child's adaptation to

his/her situations, and this may have been particularly true for mothers in the middle group whose employment patterns were less consistent than were those in the extreme groups. For example, good experiences of combining work and family can boost a mother's positive attitudes toward the consequences of maternal employment for children. On the other hand, a mother with a child who has a hard time adjusting the mother's absence may believe more strongly that maternal employment is costly. A longitudinal approach to examining the changes in mothers' beliefs would help clarify the interactive relations among maternal beliefs and attitudes, psychological well-being, and mother's employment history.

As mentioned before, the fact that the majority of the families in the study had more than one child in the household calls for caution in interpretation the effects of maternal attitudes. Mothers with more children tended to stay home, yet it is also possible that mothers who did not work decided to have more children. In the current study, there was no information about maternal beliefs before the birth children prior to the target child. The lack of information on other children than the target child, combined with the absence of follow-up information of mothers' beliefs and preferences for employment could have limited the current study's ability to investigate the interactive influences between maternal attitudes toward employment and mother's experiences of having older or young children and making decisions of employment.

Another limitation of the current study is the small sample sizes of the not employed group for caregiver information at 36 months (N = 37) and at 12 months (N = 103). Due to the small sample size, the models predicting 36 months caregiver-reported

socioemotional outcomes were not performed for the mothers who did not work. However, it would have been helpful to have some measure of socioemotional functioning other than maternal report for children of stay-at-home mothers with different beliefs and preferences about employment. Especially, given the theoretical importance of the first year of life, following any changes in the effects of maternal attitudes on mothers' well-being, sensitivity and caregiver-reported child outcomes longitudinally from 12 months to first grade in the not employed group would have provided more understanding of stay-home-mothers and their young children. In the models predicting mother-rated child outcomes, however, the not employed group was included in the test of models at each phase. Also at first grade, teacher's report of socioemotional development of children of mothers who did not work was available.

Using SEM technique, the current study was able to test the overall relations, as well as the specific paths, among beliefs, psychological well-being, sensitivity and child socioemotional outcomes and also to test the differences in the relations across different employment groups. However, when interpreting the results of the tests of SEM models, one should be cautious about the fact that SEM itself does not prove causal relations among the variables. The directionality of the flow of a causal relation between two constructs is guided by theories and previous empirical findings. The current study made a great effort to build the conceptual model based on a solid background of theories and empirical findings. There is always, however, room for other possible causal directions (e.g., bi-directional relations between mothers' well-being and child outcomes), additional relations, and the role of the variables not

included in the model. For example, it is possible that mothers who are psychologically more adjusted try more to reduce the inconsistency between what they do and what they believe is good for children.

Future Research

Over the past few decades, developmentalists have investigated the impacts of maternal employment (and nonmaternal child care, which is one consequence of maternal employment) on development of children. The present study abundantly makes it clear that the developmental outcomes of children of working mothers *and* of non-working mothers vary depending on how mothers evaluate the child's experiences of maternal absence due to maternal employment. It suggests that future research go beyond the simple distinction of working vs. not working mothers. Also it would be helpful to examine more diverse factors from different ecological niches that could influence mothers' experiences and children's developmental process when the mother is at work or at home. Those factors might include the characteristics of child care (e.g., type, amount, quality, availability, mother's satisfaction, etc.), father's attitudes toward maternal employment, and child's personality and temperaments.

Furthermore, mothers' general beliefs, attitudes, and personal preferences about maternal employment are influenced by cultural systems. The culture of the family's ethnicity, socioeconomic class or marital status might determine how mothers view employment. For example, a single mother of a low-income family might perceive her employment in a more positive way compared to a middle class mother with a partner

who is employed. To date, no studies closely examine the beliefs and attitudes about maternal employment in different ethnic, economic, or marital statuses.

There are also broader cultural norms within which maternal employment may have different meanings and consequences. In some developing countries, for example, Korea, even though a growing number of women participate in the labor force, traditional expectations of maternal care seem to strongly persist. The lagged development of child care policy and support systems for working mothers also reflects the hesitance of the society to take over at least, to some extent, the responsibility of child care. Many working mothers rely on relative care, usually by the child's grandparents living together in the same household. But living with the child's grandparents (mostly the mother's parents-in-law) is accompanied by the mother's economic and psychological burden in the society where the elderly people are supposed to be *served* by their grown-up children.

Compared to mothers in Western societies, mothers of young children in a more traditional society, caught in the middle of conservative social expectations, industrial development, and rapid changes in the woman's status in the society, might hold more conflicting views of maternal employment, which in turn influence their psychological well-being and children's development. It would be interesting to investigate cross-cultural differences in the relations of mothers' attitudes, psychological well-being, parenting, and child's developmental outcomes.

The present study shed lights on the importance of the consistency between maternal attitudes and mother's actual employment for mothers' own psychological

well-being, their sensitive interactions with their child, and child's positive development. Also the study included the mothers' employment history from the first year of the child's life and socioemotional outcomes of children as young as three years old, highlighting the developmental importance of maternal employment or nonemployment in the early years of childhood. Future research needs to continue to discover the meanings of maternal employment in the lives of mothers with different beliefs and attitudes and in the development of young children, especially during the first year of life.

The present study still leaves some intriguing questions to be answered in the future research. For example, how would mothers' beliefs and preferences change as they experience being a working mother or a home-stay mother? What are the sources of the attitudes mothers hold about the consequences of maternal employment for children's development? Would the effects of congruence between attitudes and actual situation vary depending on the reasons for working or not working?

Table1
Means and Standard Deviations of All Analytic Variables in Full Study Sample

	M	*SD*	*N*
Demographic Characteristics			
White, non-Hispanic (%)	78.20		949
African American (%)	11.30		137
Hispanic or other (%)	10.50		127
Mother's age at 1 mo. (year)	28.39	5.60	1213
Mother's education at 1 mo. (year)	14.34	2.50	1213
Prop. of time partnered at 36mo (%)	85.60	31.42	1213
Prop. of time partnered at first grade (%)	84.53	29.51	1034
# of children at 36 mos.	2.13	1.00	1213
# of children at first grade	2.40	.95	1025
Mean income to needs ratio: 6-36mos.	3.66	2.82	1211
Mean income to needs ratio: 6mos.-first grade	3.71	2.72	1033
Child=Boy (%)	51.40		624
Child=Firstborn (%)	45.09		547
Attitudes Toward Maternal Employment			
Belief about employment at 1mo.	.77	7.15	1213
Ideal status = Full-time home at 6 mos.	.34	.47	1190
Ideal status = Full-time home at 36 mos.	.29	.46	1210
Psychological Well-Being (36 months)			
Depression	9.23	8.31	1199
Parenting stress	34.28	6.46	1198
Social support	4.88	.78	1200
Psychological Well-Being (First grade)			
Depression	8.38	8.49	999
Anger	13.95	4.42	999
Anxiety	17.47	5.20	999
Maternal Sensitivity (36 months)			
Supportive presence	5.28	1.32	1156
Respect for child's autonomy	5.29	1.10	1156
Hostility	1.35	.81	1156
Maternal Sensitivity (First grade)			
Supportive presence	5.16	1.38	996
Respect for child's autonomy	5.26	1.16	996
Hostility	1.53	.93	996

Table continues

Table 1 *(continued)*

	M	*SD*	*N*
Mother-Reported Child Outcomes (36 months)			
Withdrawal	4.01	2.90	1169
Anxiety/Depression	4.70	2.93	1169
Aggressive behavior	9.20	5.02	1169
Destructive Behavior	4.27	2.74	1169
Social Expressiveness	34.99	3.09	1171
Compliance	23.11	3.36	1171
Mother-Reported Child Outcomes (First grade)			
Aggressive behavior	53.48	5.82	1006
Attention problems	53.59	5.84	1006
Delinquent behavior	53.20	5.12	1006
Responsibility	13.88	2.76	1007
Assertion	17.21	2.37	1007
Cooperation	12.77	3.06	1007
Self control	13.03	3.32	1007
Caregiver-Reported Child Outcomes (36 months)			
Withdrawal	4.06	3.79	609
Aggressive behavior	6.79	5.80	609
Anxiety/Depression	3.83	3.00	609
Destructive Behavior	3.02	2.90	609
Social Expressiveness	33.56	4.20	616
Compliance	23.73	4.08	616
Teacher-Reported Child Outcomes (First grade)			
Aggressive behavior	53.91	5.82	969
Attention problems	53.71	6.16	969
Delinquent behavior	53.35	5.39	969
Assertion	13.27	3.87	963
Cooperation	15.54	4.07	963
Self control	15.21	3.67	963

Table2
Zero-Order Correlations of Beliefs Measure with Related Constructs

	1 months	6 months	15 months	24 months	36 months	54 months	First grade
Ideal status=full-time home	-.31***	-.33***	-.28***	-.27***	-.30***	-------	------
Ideal status=full-time work	.16***	.16***	.12***	.12***	.15***	-------	------
Work commitment	.39***	-------	-------	------	.29***	-------	------
Gains from employment	------	.30***	.29***	------	.29***	-------	------
Strains from employment	-------	------	-.12***	------	-.14***	-------	------
Job reward	------	------	.20***	.19***	------	.09*	.13***
Work-family conflict	------	-.11**	-.09*	------	------	------	------
Amount of employment	.09**	.37***	.41***	.35***	.30***	.28***	.24***

* p<.05. ** p<.01. *** p<.001.
------- Data is not available.
Note. *N* ranges from 688 to 1363 depending on missing data. Only employed mothers responded to work commitment, gains and strains from employment, job reward, and work-family conflict.

Table 3

Means and Standard Deviations of Analytic Variables and Comparison Statistics of 12-month Employment Groups

	Ext. Employed		Not Employed		Middle		Group Comparison
	M	SD	M	SD	M	SD	
Demographic Characteristics							
African American	0.9	.29	.14	.35	.11	.31	F (2, 1204) = 2.75
Hispanic or other	.11	.31	.10	.30	.09	.30	F (2,1204) = .10
Mother's age	29.34 $_{a}$	5.06	27.99 $_{b}$	6.14	27.82 $_{b}$	5.46	F (2, 1204) = 9.35***
Mother's education	14.78 $_{a}$	2.31	13.83 $_{b}$	2.68	14.39 $_{c}$	2.41	F (2, 1204) =14.94***
Mean income-to-needs ratio	4.35 $_{a}$	2.88	2.89 $_{b}$	2.64	3.68 $_{c}$	2.74	F (2.1202) = 28.59***
Prop. time partner at home	.87 $_{a\,b}$	.30	.82 $_{a}$	.35	.88 $_{b}$	.27	F (2, 1204) = 4.44*
# of children	1.93 $_{a}$	.91	2.47 $_{b}$	1.13	2.04 $_{a}$	.90	F (2, 1204) = 33.44***
Child=boy	.51	.50	.49	.50	.55	.50	F (2, 1204) = 1.36
Child=firstborn	.51 $_{a}$	.50	.35 $_{b}$	.48	.48 $_{a}$	.50	F (2, 1204) = 12.19***
Attitudes Toward Employment							
Belief about employment	4.36 $_{a}$	6.11	-2.93 $_{b}$	6.54	.37 $_{c}$	7.16	F (2, 1204) = 128.01***
Ideal status = Full-time home	.23 $_{a}$	.42	.49 $_{b}$	.50	.32 $_{c}$	.47	F (2,1187) = 31.34***
Psychological Well-Being (36 months)							
Depression	8.56	7.84	9.82	8.97	9.30	8.02	F (2, 1191) = 2.37
Parenting stress	33.96 $_{a}$	6.23	35.09 $_{b}$	6.51	33.77 $_{a}$	6.55	F (2,1190) = 4.72**
Social support	4.86	.76	4.88	.82	4.90	.76	F (2, 1192) = .17
Maternal Sensitivity (36 months)							
Supportive presence	5.27	1.23	5.22	1.42	5.38	1.27	F (2, 1147) = 1.48

Table continues

Table 3 *(continued)*

	Ext. Employed		Not Employed		Middle		Group Comparison
	M	SD	M	SD	M	SD	
Respect for child's autonomy	5.31	1.04	5.20	1.19	5.39	1.04	F (2, 1147) = 2.66
Hostility	1.36	.80	1.42	.89	1.34	.69	F (2, 1147) = .90
Mother-Reported Child Outcomes (36 months)							
Withdrawal	3.99	4.16	4.16	2.98	3.86	2.97	F (2, 1106) = .97
Anxiety/Depression	$4.62_{a\,b}$	2.92	5.05_{a}	3.08	4.44_{b}	2.77	F (2, 1106) = 4.31*
Aggressive behavior	9.20	4.81	9.39	5.24	8.94	4.99	F (2, 1106) = .77
Destructive Behavior	4.26	2.78	4.41	2.82	4.09	2.59	F (2, 1106) = 1.30
Social Expressiveness	35.15	2.85	34.73	3.27	35.12	3.12	F (2, 1162) = 2.15
Compliance	23.30	3.42	22.76	3.27	23.29	3.34	F (2, 1162) = 3.17*
Caregiver-Reported Child Outcomes (36 months)							
Withdrawal	4.35	3.91	-----	-----	3.61	3.46	t (502) = 2.21*
Aggressive behavior	7.38	6.00	-----	-----	6.31	5.57	t (502) = 2.04*
Anxiety/Depression	3.86	2.96	-----	-----	3.75	2.99	t (502) = .43
Destructive Behavior	3.34	2.95	-----	-----	3.00	2.84	t (502) = 1.30
Social Expressiveness	34.00	4.13	-----	-----	33.55	4.17	t (508) = 1.21
Compliance	23.90	4.13	-----	-----	23.82	4.02	t (508) = .21

Notes. Not employed group was not included in the analyses for caregiver-reported child outcomes at 36 months due to the small sample size (N = 103). Caregiver-reported child outcomes were compared only for extensively employed group and middle group by in t-test. All the other variables were compared between three employment groups by one-way ANOVA. Means with different subscripts differ at p<.05 in the Tukey honestly significant difference comparison. Depending on the variables, N ranges from 291 to 436 for extensively employed group, from 361 to 366 for not employed group, and from 212 to 393 for middle group.
* p <.05. ** p <.01. *** p<.001.

Table 4
Means and Standard Deviations of Analytic Variables and Comparison Statistics of 36-month Employment Groups

	Ext. Employed		Not Employed		Middle		Group Comparison
	M	SD	M	SD	M	SD	
Demographic Characteristics							
African American	.09	.28	.13	.34	.12	.32	F (2, 1210) = 1.51
Hispanic or other	.10	.30	.09	.30	.11	.31	F (2,1210) = .10
Mother's age	29.53_{a}	4.95	28.75_{a}	6.05	27.69_{b}	5.63	F (2, 1210) = 12.49***
Mother's education	14.75_{a}	2.35	14.14_{b}	2.78	14.22_{b}	2.45	F (2, 1210) = 5.90**
Mean income-to-needs ratio	4.41_{a}	2.84	3.15_{b}	3.03	3.48_{b}	2.66	F (2.1208) = 16.98***
Prop. time partner at home	.87	.30	.83	.35	.86	.31	F (2, 1210) = 1.27
# of children	1.93_{a}	.94	2.63_{b}	1.13	2.05_{a}	.92	F (2, 1210) = 41.46***
Child=boy	.50	.50	.49	.50	.53	.50	F (2, 1210) = 1.17
Child=firstborn	$.46_{a}$	.50	$.31_{b}$	.46	$.50_{a}$	.50	F (2, 1210) = 12.67***
Attitudes Toward Employment							
Belief about employment	4.71_{a}	6.11	-3.58_{b}	6.54	$.45_{c}$	6.80	F (2, 1210) = 111.00***
Ideal status = Full-time home	$.17_{a}$	.38	$.49_{b}$	.50	$.28_{c}$	.45	F (2,1207) = 36.69***
Psychological Well-Being (36 months)							
Depression	8.33	7.57	9.67	8.98	9.52	8.38	F (2, 1196) = 2.61
Parenting stress	33.82_{a}	6.17	35.63_{b}	6.62	34.00_{a}	6.48	F (2,1195) = 6.68***
Social support	4.87	.70	4.89	.79	4.88	.82	F (2, 1197) = .08

Table continues

Table 4 *(continued)*

	Ext. Employed		Not Employed		Middle		Group Comparison
	M	SD	M	SD	M	SD	
Psychological Well-Being (First grade)							
Depression	7.92	7.77	8.57	9.61	8.55	8.41	F (2, 1000) = .53
Anger	13.73	4.10	13.73	3.93	14.15	4.72	F (2, 1000) = .36
Anxiety	17.37	5.37	17.27	5.27	17.60	5.09	F (2, 1000) = 1.14
Maternal Sensitivity (36 months)							
Supportive presence	5.26	1.16	5.33	1.38	5.27	1.37	F (2, 1153) = .22
Respect for child's autonomy	5.29	.99	5.32	1.11	5.29	1.14	F (2, 1153) = .09
Hostility	1.32	.69	1.35	.81	1.42	.87	F (2, 1153) = 1.71
Maternal Sensitivity (First grade)							
Supportive presence	5.30	1.25	5.08	1.46	5.12	1.41	F (2, 995) = 1.84
Respect for child's autonomy	5.32	1.12	5.30	1.22	5.21	1.17	F (2, 995) = 1.07
Hostility	1.48	.82	1.48	.89	1.58	.99	F (2, 995) = 1.60
Mother-Reported Child Outcomes (36 months)							
Withdrawal	3.84	2.52	3.95	2.91	4.12	3.07	F (2, 1166) = 1.07
Anxiety/Depression	4.46	2.80	4.99	2.98	4.71	2.97	F (2, 1166) = 2.21
Aggressive behavior	9.03	4.72	9.12	5.07	9.31	5.15	F (2, 1166) = .36
Destructive Behavior	4.22	2.66	4.99	2.98	4.30	2.79	F (2, 1166) = .12
Social Expressiveness	35.15	2.94	34.75	3.26	35.01	3.09	F (2, 1168) = 1.14
Compliance	23.24	3.40	22.95	3.24	23.09	3.40	F (2, 1168) = .52

Table continues

Table 4 *(continued)*

	Ext. Employed		Not Employed		Middle		Group Comparison
	M	SD	M	SD	M	SD	
Mother-Reported Child Outcomes (First grade)							
Aggressive behavior	53.90	5.95	52.93	5.43	53.49	5.93	F (2, 1017) = 1.55
Attention problems	53.76	5.94	52.90	5.05	53.69	5.95	F (2, 1017) = 1.57
Delinquent behavior	53.49	5.30	52.73	5.16	53.35	5.12	F (2, 1017) = 1.36
Responsibility	13.96	2.79	13.71	2.91	13.89	2.72	F (2, 1018) = .49
Assertion	17.42	2.16	17.07	2.60	17.13	2.39	F (2, 1018) = 1.73
Cooperation	15.17	4.14	15.49	4.33	15.67	3.94	F (2, 1018) = 1.53
Self control	13.00	3.33	12.95	3.50	13.02	3.28	F (2, 1018) = .03
Caregiver-Reported Child Outcomes (36 months)							
Withdrawal	4.48	4.02	-----	-----	3.69	3.37	t (569) = 2.56*
Aggressive behavior	7.50	6.09	-----	-----	6.42	5.55	t (569) = 2.21*
Anxiety/Depression	3.94	3.02	-----	-----	3.72	2.94	t (569) = .89
Destructive Behavior	3.34	2.92	-----	-----	3.05	2.91	t (569) = 1.17
Social Expressiveness	34.05	4.06	-----	-----	33.48	4.16	t (577) = 1.63
Compliance	23.90	4.20	-----	-----	23.70	3.97	t (577) = .60
Teacher-Reported Child Outcomes (First grade)							
Aggressive behavior	55.29_{a}	6.19	53.13_{b}	5.37	53.64_{b}	5.81	F (2, 996) = 9.60***
Attention problems	53.92	5.92	54.08	7.00	53.48	5.85	F (2, 996) = .89
Delinquent behavior	53.95	5.56	53.65	5.79	53.12	5.26	F (2, 996) = 2.25

Table continues

Table 4 *(continued)*

	Ext. Employed		Not Employed		Middle		Group Comparison
	M	SD	M	SD	M	SD	
Assertion	13.30	3.61	12.74	4.03	13.42	3.92	F (2, 989) = .2.21
Cooperation	15.17	4.14	15.49	4.33	15.67	3.94	F (2, 989) = 1.32
Self control	14.44_{a}	3.78	15.41_{b}	3.71	15.46_{b}	3.66	F (2, 989) = 7.20***

Notes. Not employed group was not included in the analyses for caregiver-reported child outcomes at 36 months due to the small sample size (N = 36). Caregiver-reported child outcomes at 36 months were compared only for extensively employed group and middle group by in t-test. All the other variables were compared between three employment groups by one-way ANOVA. Means with different subscripts differ at p<.05 in the Tukey honestly significant difference comparison. Depending on the variables, N ranges from 263 to 321 for extensively employed group, from 189 to 241 for not employed group, and from 540 to 651 for middle group.
* p <.05. ** p <.01. *** p<.001.

Table 5

Means and Standard Deviations of Analytic Variables and Comparison Statistics of First Grade Employment Groups

	Ext. Employed		Not Employed		Middle		Group Comparison
	M	SD	M	SD	M	SD	
Demographic Characteristics							
African American	.09	.30	.06	.25	.12	.32	F (2, 1031) = 1.67
Hispanic or other	.11	.32	.09	.30	.11	.32	F (2, 1031) = .14
Mother's age	30.04 $_{a}$	5.01	29.97 $_{a}$	5.53	27.96 $_{b}$	5.53	F (2, 1031) = 15.84***
Mother's education	14.84 $_{a}$	2.39	14.88 $_{a}$	2.22	14.29 $_{b}$	2.49	F (2, 1031) = 6.22**
Mean income-to-needs ratio	4.30 $_{a}$	2.70	4.07 $_{a}$	3.52	3.48 $_{b}$	2.50	F (2, 1031) = 8.34***
Prop. time partner at home	.83	.31	.90	.26	.84	.30	F (2, 1030) = 3.09*
# of children	2.06 $_{a}$	.84	2.78 $_{b}$	1.11	2.41 $_{c}$	.91	F (2, 1022) = 23.99***
Child=boy	.49	.50	.48	.50	.51	.50	F (2, 1031) = .45
Child=firstborn	.42 $_{a\,b}$	.50	.34 $_{a}$	.48	.49 $_{b}$	.50	F (2, 1031) = 5.38**
Attitudes Toward Employment							
Belief about employment	5.49 $_{a}$	6.19	-3.99 $_{b}$	6.21	.79 $_{c}$	6.88	F (2, 1031) = 82.41***
Ideal status = Full-time home	.15 $_{a}$	.36	.61 $_{b}$	.49	.27 $_{c}$	.44	F (2, 1024) = 48.78***
Psychological Well-Being (First grade)							
Depression	7.48	7.57	8.42	9.18	8.60	8.56	F (2, 996) = 1.21
Anger	13.36	3.64	13.73	3.67	14.15	4.73	F (2, 996) = 2.46
Anxiety	16.99	5.36	17.15	4.95	17.66	5.21	F (2, 996) = 1.46
Maternal Sensitivity (First grade)							
Supportive presence	5.26	1.26	5.33	1.32	5.10	1.43	F (2, 993) = 2.12

Table continues

Table 5 *(continued)*

	Ext. Employed		Not Employed		Middle		Group Comparison
	M	SD	M	SD	M	SD	
Respect for child's autonomy	5.31	1.14	5.46	1.08	5.21	1.18	F (2, 993) = 2.85
Hostility	1.44	.75	1.40	.82	1.58	.98	F (2, 993) = 3.16*
Mother-Reported Child Outcomes (First grade)							
Aggressive behavior	53.66	5.34	52.74	5.08	53.58	6.07	F (2, 1003) = 1.33
Attention problems	53.15	5.11	52.87	4.92	53.85	6.17	F (2, 1003) = 2.24
Delinquent behavior	53.26	4.70	52.48	5.11	53.34	5.22	F (2, 1003) = 1.65
Responsibility	14.01	2.76	14.11	2.83	13.80	2.74	F (2, 1004) = .93
Assertion	17.46	2.03	17.25	2.43	17.14	2.44	F (2, 1004) = 1.32
Cooperation	12.97	3.20	13.12	3.15	12.65	3.01	F (2, 1004) = 1.82
Self control	13.14	3.23	13.27	3.48	12.95	3.31	F (2, 1004) = .67
Teacher-Reported Child Outcomes (First grade)							
Aggressive behavior	55.29_{a}	6.49	52.34_{b}	4.19	53.87_{c}	5.84	F (2, 966) = 9.80***
Attention problems	53.75	5.78	52.95	5.76	53.85	6.33	F (2, 966) = 1.20
Delinquent behavior	53.64	5.10	52.37	4.36	53.47	5.63	F (2, 966) = 2.63
Assertion	13.25	3.55	12.88	4.06	13.35	3.91	F (2, 960) = .83
Cooperation	15.26	4.12	15.98	4.01	15.52	4.07	F (2, 960) = 1.18
Self control	14.37_{a}	3.91	15.58_{b}	3.35	15.35_{b}	3.65	F (2, 960) = 5.5 **

Notes. All the variables were compared between three employment groups by one-way ANOVA. Means with different subscripts differ at p<.05 in the Tukey honestly significant difference comparison. Depending on the variables, *N* ranges from 167 to 183 for extensively employed group, from 132 to 145 for not employed group, and from 664 to 705 for middle group.
* p <.05. ** p <.01. *** p<.001.

Table 6

Summary of Standardized Path Coefficients, Model Fit, and Multi-Group Comparisons of Models Predicting 36-Month Child Outcomes in 12-Month Employment Groups

Child outcomes at 36 months	Employment at 12 months	Path coefficient				Model fit indexes		
		Belief → Well-being	Well-being → Sensitivity	Well-being → Child outcome	Sensitivity → Child outcome	CFI	RMSEA	χ^2/df
Mother-reported problem behavior	Ext. employed	.26*	.15*	-.53***	-.08	.994	.044	1.85
	Not employed	-.27*	.16**	-.50***	-.11	.993	.047	1.84
	Middle	.14	.12†	-.59***	-.04	.994	.044	1.77
		Overall comparison: $\Delta\chi^2$ (8) = 19.23*						
		Extensively employed vs. Not employed: $\Delta\chi^2$ (4) = 13.95**						
Mother-reported social competence	Ext. employed	.27*	.15*	.39***	.24***	.996	.043	1.82
	Not employed	-.29*	.15**	.45***	.12	.997	.037	1.52
	Middle	.11	.12†	.52***	.06	.998	.033	1.42
		Overall comparison: $\Delta\chi^2$ (8) = 19.97**						
		Extensively employed vs. Not employed: $\Delta\chi^2$ (4) = 15.98**						
Caregiver-reported problem behavior	Ext. employed	.25†	.20**	-.08	-.13	.996	.035	1.37
	Not employed	-----	-----	-----	-----	-----	-----	-----
	Middle	.10	.21*	-.13	-.14	.996	.034	1.24
		Extensively employed vs. Middle: $\Delta\chi^2$ (4)= 1.23, *ns*						
Caregiver-reported social competence	Ext. employed	.25*	.19**	.00	.28***	.997	.036	1.38
	Not employed	-----	-----	-----	-----	-----	-----	-----
	Middle	.17	.20*	-.03	.24*	.994	.057	1.16
		Extensively employed vs. Middle: $\Delta\chi^2$ (4)=3.16, *ns*						

† $p <$. 10. * $p <$.05. ** $p <$ .01. *** $p <$ .001.

Note. N = 436 for extensively employed, N = 378 for not employed, and N = 393 for middle in mother-reported outcome models. N = 298 for extensively employed, and N = 212 for the middle group in caregiver-reported outcome models. Models predicting caregiver-reported child outcomes for not employed group were tested due to the small sample size (N = 103).

Table 7
Summary of Standardized Path Coefficients, Model Fit, and Multi-Group Comparisons of Models Predicting 36-Month Child Outcomes in 36-Month Employment Groups

Child outcomes at 36 months	Employment at 36 months	Path coefficient				Model fit indexes		
		Belief → Well-being	Well-being → Sensitivity	Well-being → Child outcome	Sensitivity → Child outcome	CFI	RMSEA	χ^2/df
Mother-reported problem behavior	Ext. employed	.33*	.21**	-.47***	-.10	.995	.039	1.47
	Not employed	-.30*	.23**	-.60***	.00	.994	.045	1.48
	Middle	.04	.07	-.59***	-.11*	.993	.046	2.40
		Overall comparison: $\Delta\chi^2$ (8) = 22.56**						
		Extensively employed vs. Not employed: $\Delta\chi^2$ (4) = 14.35**						
Mother-reported social competence	Ext. employed	.36*	.21**	.35***	.27**	.996	.046	1.68
	Not employed	-.31*	.24***	.29**	.18	.998	.030	1.21
	Middle	.00	.07	.51***	.14*	.998	.032	1.68
		Overall comparison: $\Delta\chi^2$ (8)= 25.70***						
		Extensively. employed vs. Not employed: $\Delta\chi^2$ (4) = 14.62**						
Caregiver-reported problem behavior	Ext. employed	.33*	.25***	-.14	-.09	.996	.035	1.29
	Not employed	-----	-----	-----	-----	-----	-----	-----
	Middle	.05	.22**	-.09	-.17*	.997	.030	1.31
		Extensively employed vs. Middle: $\Delta\chi^2$ (4)= 3.61, *ns*						
Caregiver-reported social competence	Ext. employed	.33*	.25**	.04	.25*	.997	.041	1.41
	Not employed	-----	-----	-----	-----	-----	-----	-----
	Middle	.05	.22***	.01	.24**	.996	.028	1.07
		Extensively employed vs. Middle: $\Delta\chi^2$ (4)= 3.23, *ns*						

* $p < .05$. ** $p < .01$. *** $p < .001$.
Note. N = 321 for extensively employed, N =241 for not employed, and N=651 for middle group in mother-reported outcome models. N = 239 for extensively employed, and N=340 for the middle group in caregiver-reported outcome models. Models predicting caregiver-reported child outcomes for not employed group were tested due to the small sample size (N = 36).

Table 8
Summary of Standardized Path Coefficients, Model Fit, and Multi-Group Comparisons of Models Predicting First Grade Child Outcomes in 36-Month Employment Groups

Child outcomes at first grade	Employment at 36 months	Path coefficient				Model fit indexes		
		Belief → Well-being	Well-being → Sensitivity	Well-being → Child outcome	Sensitivity → Child outcome	CFI	RMSEA	χ^2/df
Mother-reported problem behavior	Ext. employed	.37*	.00	-.44***	-.02	.996	.040	1.44
	Not employed	-.21†	-.07	-.53***	-.07	.995	.047	1.44
	Middle	-.14	.02	-.36***	-.11†	.996	.040	1.88
		Overall comparison: $\Delta\chi^2$ (8) = 14.88†						
		Ext. employed vs. Not employed: $\Delta\chi^2$ (4) = 9.96*						
Mother-reported social competence	Ext. employed	.39*	.00	.26***	.17*	.996	.040	1.44
	Not employed	-.21*	-.05	.24**	.21*	.994	.045	1.41
	Middle	-.15	.02	.23***	.17**	.996	.040	1.87
		Overall comparison: $\Delta\chi^2$ (8) = 16.42*						
		Ext. employed vs. Not employed: $\Delta\chi^2$ (4) = 14.73**						
Teacher-reported problem behavior	Ext. employed	.35†	-.01	-.16*	-.03	.996	.042	1.46
	Not employed	-.12	-.01	-.15†	-.26*	.992	.061	1.68
	Middle	-.14	.01	-.09†	.04	.997	.035	1.65
		Overall comparison: $\Delta\chi^2$ (8) = 11.39, *ns*						
		Ext. employed vs. Not employed: $\Delta\chi^2$ (4) = 7.67†						
Teacher-reported social competence	Ext. employed	.36*	-.02	.12†	-.04	.997	.037	1.35
	Not employed	-.12	-.02	.18*	.16	.991	.057	1.60
	Middle	-.14	.00	.02	.00	.997	.036	1.70
		Overall comparison: $\Delta\chi^2$ (8) = 15.05†						
		Ext. employed vs. Not employed: $\Delta\chi^2$ (4) = 8.09†						

† $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.
Note. $N = 276$ for extensively employed, N=200 for not employed, and $N = 558$ for middle in mother-reported outcome models. $N = 260$ for extensively employed, $N = 183$ for not employed, and $N = 526$ for the middle group in teacher-reported outcome models.

Table 9

Summary of Standardized Path Coefficients, Model Fit, and Multi-Group Comparisons of Models Predicting First Grade Child Outcomes in First Grade Employment Groups

Child outcomes at first grade	Employment at first grade	Path coefficient				Model fit indexes		
		Belief → Well-being	Well-being → Sensitivity	Well-being → Child outcome	Sensitivity → Child outcome	CFI	RMSEA	χ^2/df
Mother-reported problem behavior	Ext. employed	.31*	-.01	-.34***	-.07	.996	.044	1.35
	Not employed	-.25†	-.01	-.40***	-.11	.995	.050	1.35
	Middle	-.05	.00	-.43***	-.10	.996	.043	2.28
		Overall comparison: $\Delta\chi^2$ (8) = 11.23, *ns*						
		Ext. employed vs. Not employed: $\Delta\chi^2$ (4) = 8.66†						
Mother-reported social competence	Ext. employed	.27*	.00	.26**	.31**	.995	.043	1.33
	Not employed	-.26*	.00	.18	.18	.996	.041	1.24
	Middle	-.05	.00	.24***	.16**	.994	.049	2.69
		Overall comparison: $\Delta\chi^2$ (8) = 12.72, *ns*						
		Ext. employed vs. Not employed: $\Delta\chi^2$ (4) = 11.01*						
Teacher-reported problem behavior	Ext. employed	.29*	-.01	-.09	-.19†	.996	.045	1.34
	Not employed	-.23†	.02	-.04	-.31*	.984	.084	1.93
	Middle	-.06	-.01	-.16	.04	.996	.042	2.17
		Overall comparison: $\Delta\chi^2$ (8) = 18.87*						
		Ext. employed vs. Not employed: $\Delta\chi^2$ (4) = 7.67†						
Teacher-reported social competence	Ext. employed	.30*	-.02	.12	.13	.995	.046	1.35
	Not employed	-.23†	.02	.14	.25†	.994	.050	1.33
	Middle	-.05	-.01	.07	-.04	.995	.042	2.20
		Overall comparison: $\Delta\chi^2$ (8) = 15.09†						
		Ext. employed vs. Not employed: $\Delta\chi^2$ (4) = 8.61†						

† p <. 10. * p <.05. ** p < .01. *** p < .001.

Note. N = 183 for extensively employed, N = 145 for not employed, and N = 706 for middle in mother-reported outcome models. N = 170 for extensively employed, N = 133 for not employed, and N = 666 for the middle group in teacher-reported outcome models.

Table 10
Means, Standard Deviations, and t statistics of the Demographic Characteristics in Subgroups of the Middle Group at 36 months and First grade

	36 months			First grade		
	M (*SD*)		*t* (*df*=649)	*M* (*SD*)		*t* (*df*=704)
	Worked < 20 hr/wk (*N*=322)	Worked ≥20 hr/wk (*N*=329)		Worked < 22 hr/wk (*N*=353)	Worked ≥22 hr/wk (*N*=353)	
African American	.14 (.34)	.10 (.30)	1.31	.14 (.34)	.10 (.30)	1.40
Hispanic or other	.11(.33)	.11(.33)	-.16	.09 (.30)	.11 (.32)	-.61
Mother's age	26.93 (5.86)	28.43 (5.30)	-3.45 ***	27.65 (5.79)	28.27 (5.24)	-1.49
Mother's education	13.80 (2.49)	14.63 (2.33)	-4.41 ***	13.95 (2.56)	14.62 (5.24)	-3.60 ***
Income-to-needs ratio	3.00 (2.55)	3.94 (2.68)	-4.61 ***	3.05 (2.40)	4.90 (2.53)	-4.57 ***
Prop. time partnered	.84 (.32)	.88 (.29)	-1.94 *	.84 (.30)	.84 (.29)	.19
# of children	2.16 (.95)	1.94 (.88)	3.00 **	2.57 (.94)	2.24 (.85)	4.86 ***
Child=boy	.53 (.50)	.53 (.50)	-.02	.50 (.50)	.52 (.50)	-.45
Child=firstborn	.43 (.50)	.57 (.50)	-3.52 ***	.42 (.50)	.55 (.50)	-3.26 ***

* p <.05. ** p <.01. *** p <.001.

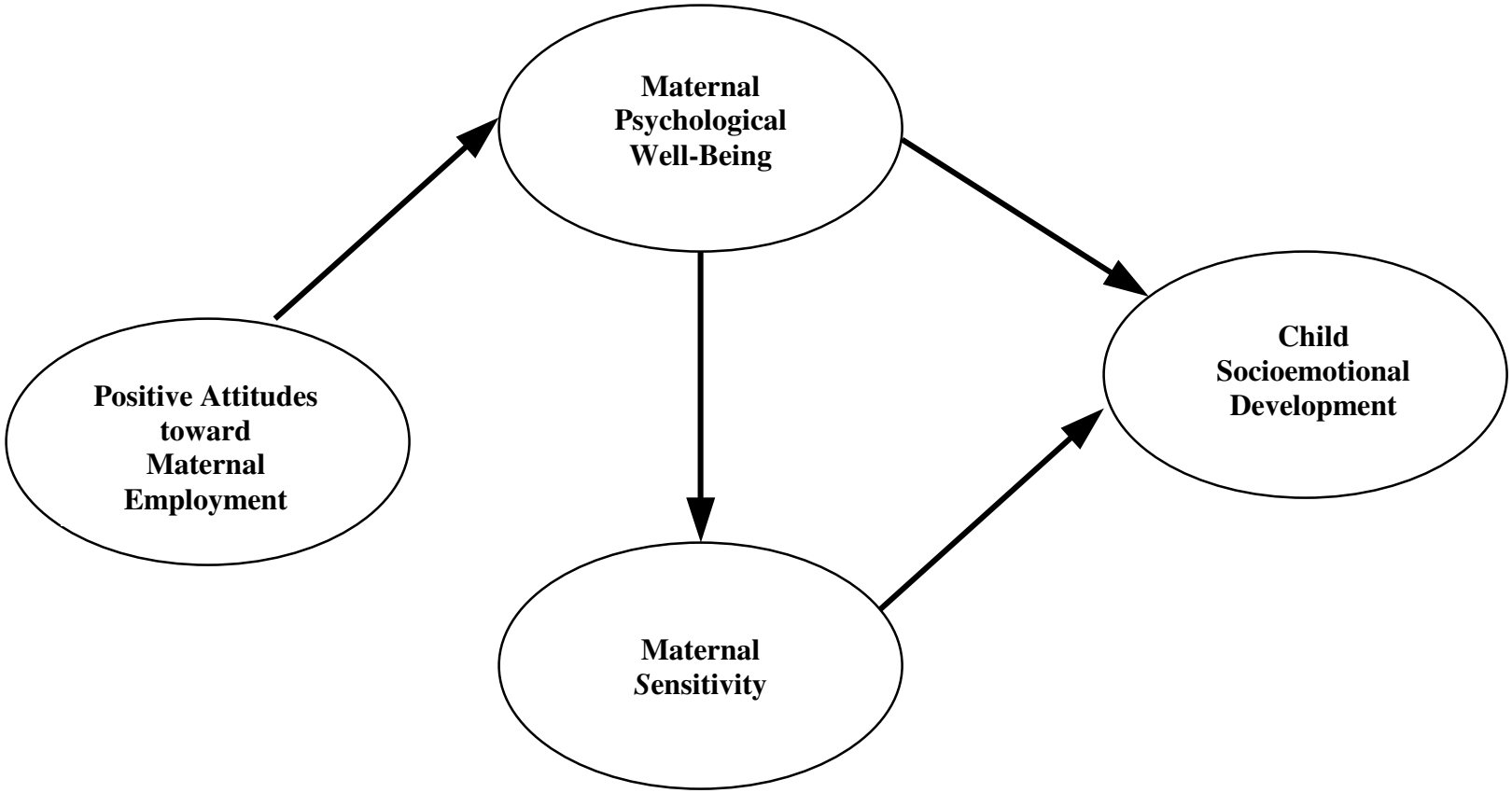

Figure 1. Conceptual Model

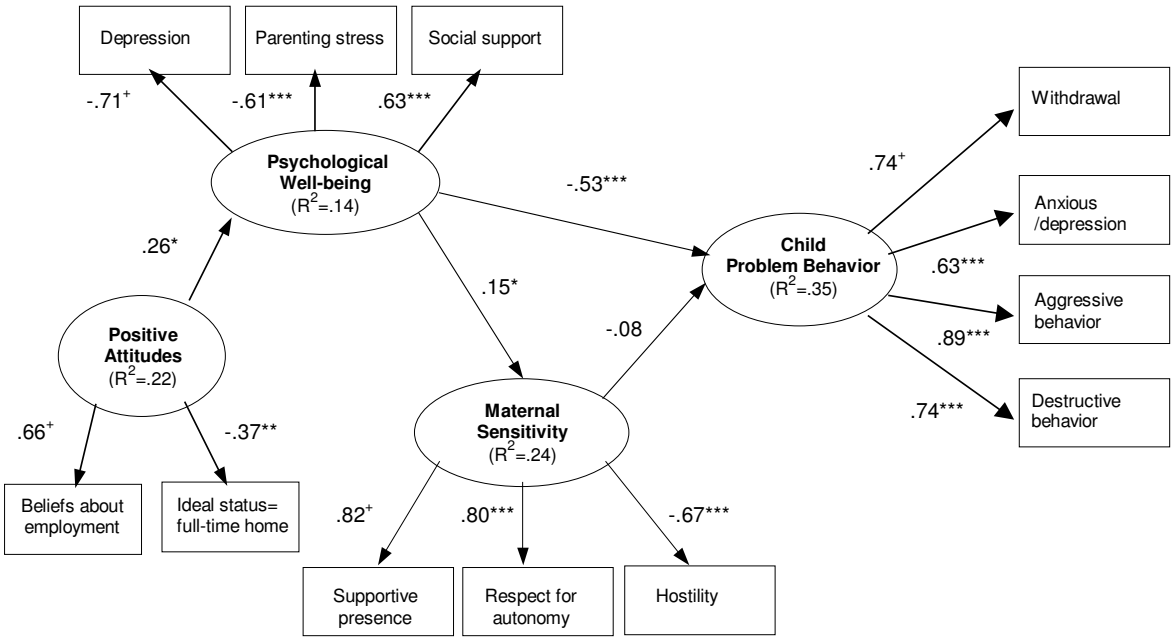

Figure 2. Mother-reported children's problem behavior at 36 months in 12-month extensively employed group. Model fit statistics: χ^2: (122, *N*=436)=226.25, *p*<.001; CFI=.994; RMSEA=.044; χ^2/df=1.85. **p*<.05. ***p*<.01.****p*<.001. +variables used to set the scale for the latent.

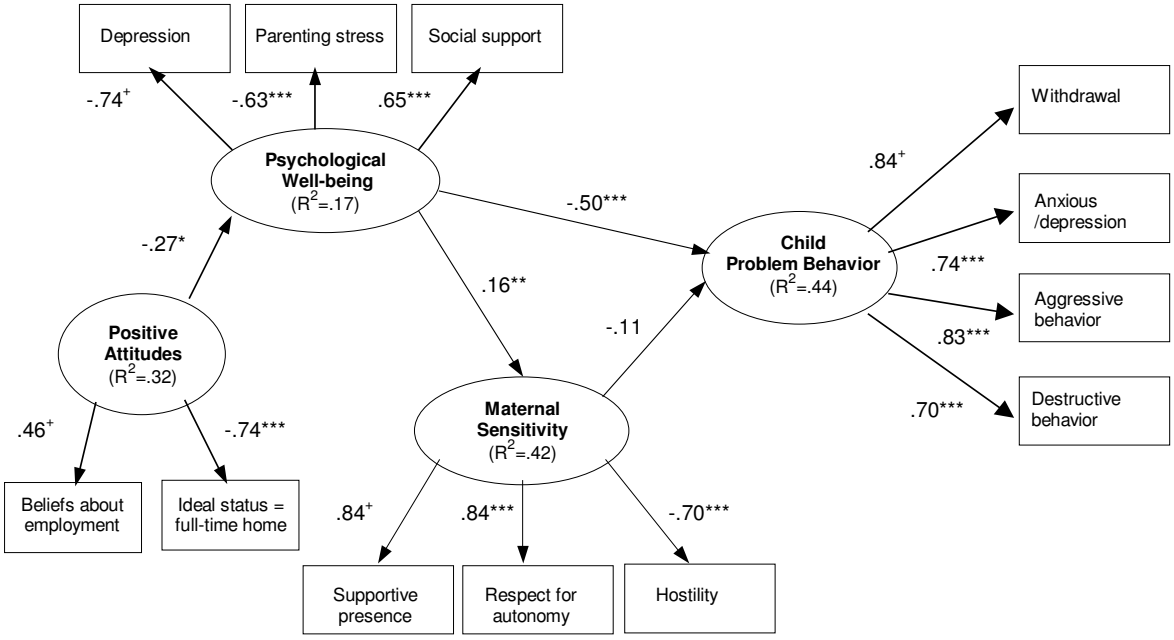

Figure 3. Mother-reported children's problem behavior at 36 months in12-month not employed group. Model fit statistics: χ^2: (122, *N*=378)=224.54, *p*<.001; CFI=.996; RMSEA=.047; χ^2/df=1.84. **p*<.05. ***p*<.01. ****p*<.001. +variables used to set the scale for the latent.

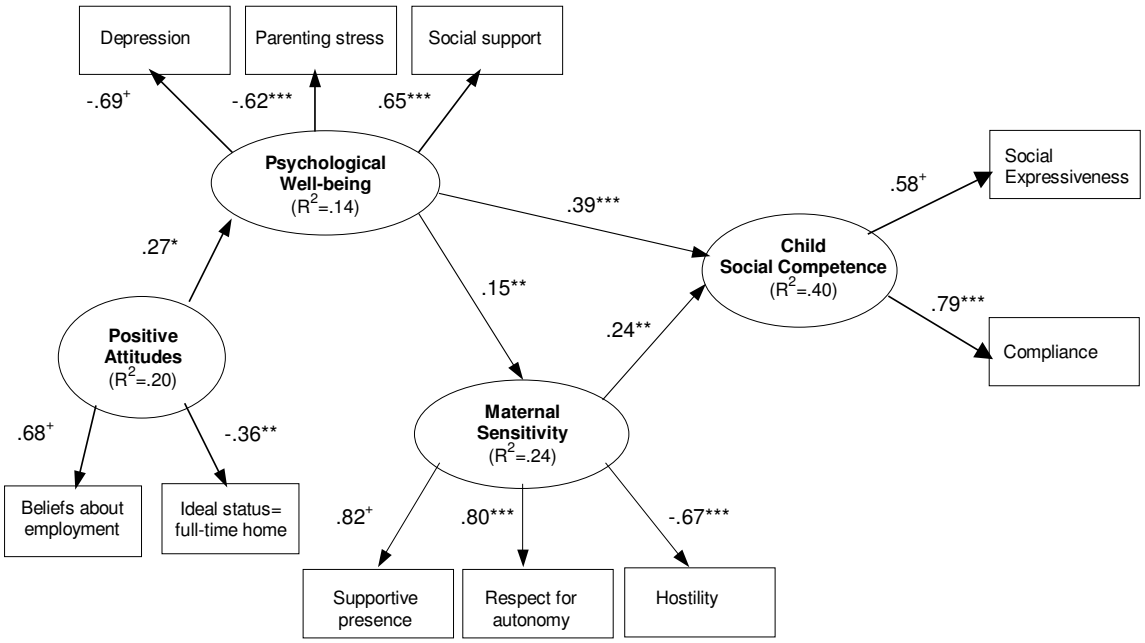

Figure 4. Mother-reported children's social competence at 36 months in 12-month extensively employed group. Model fit statistics: χ^2: (85, *N*=436)=154.46, *p*<.001; CFI=.996; RMSEA=.043; χ^2/df=1.82. *p<.05. **p<.01. ***p<.001. +variables used to set the scale for the latent.

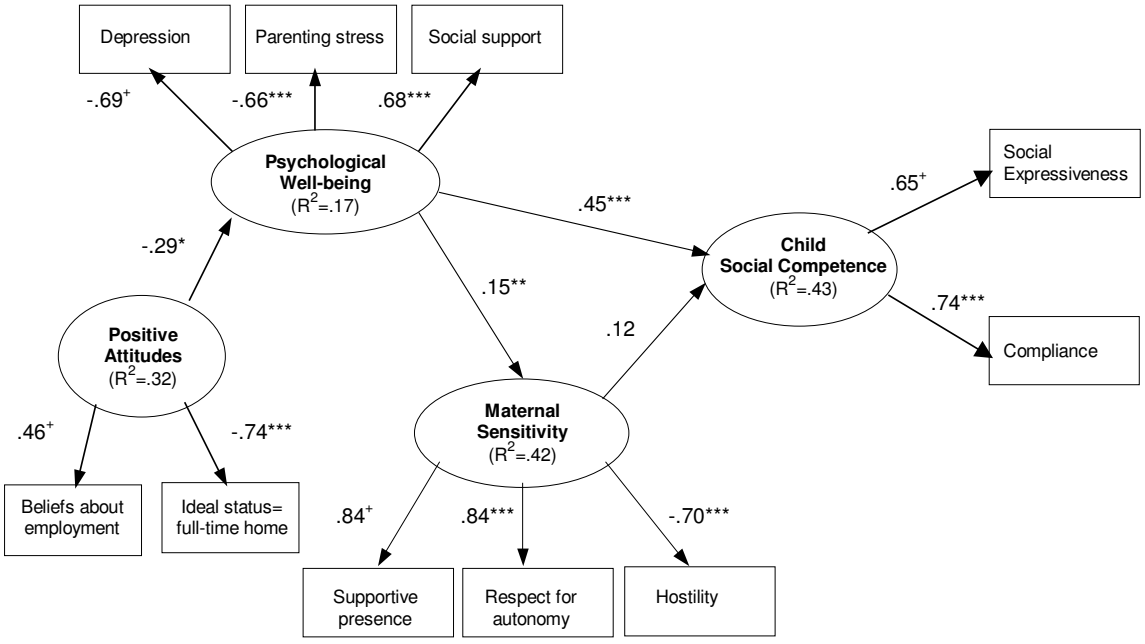

Figure 5. Mother-reported children's social competence at 36 months in 12-month not employed group. Model fit statistics: χ^2: (85, *N*=378)=128.93, *p*<.01; CFI=.998; RMSEA=.033; χ^2/df=1.42. *p<.05. ***p<.001. +variables used to set the scale for the latent.

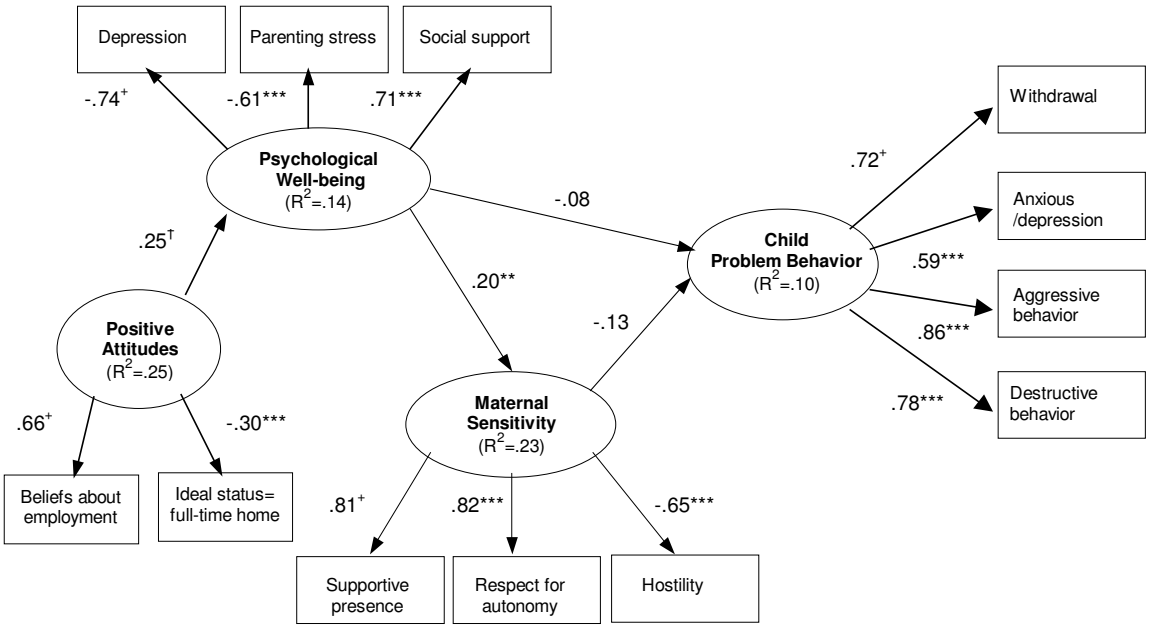

Figure 6. Caregiver-reported children's problem behavior at 36 months in 12-month extensively employed group. Model fit statistics: χ^2: (122, *N*=298)=167.16, *p*<.01; CFI=.996; RMSEA=.035; χ^2/df=1.37. †p<.10. **p<.01. ***p<.001. +variables used to set the scale for the latent.

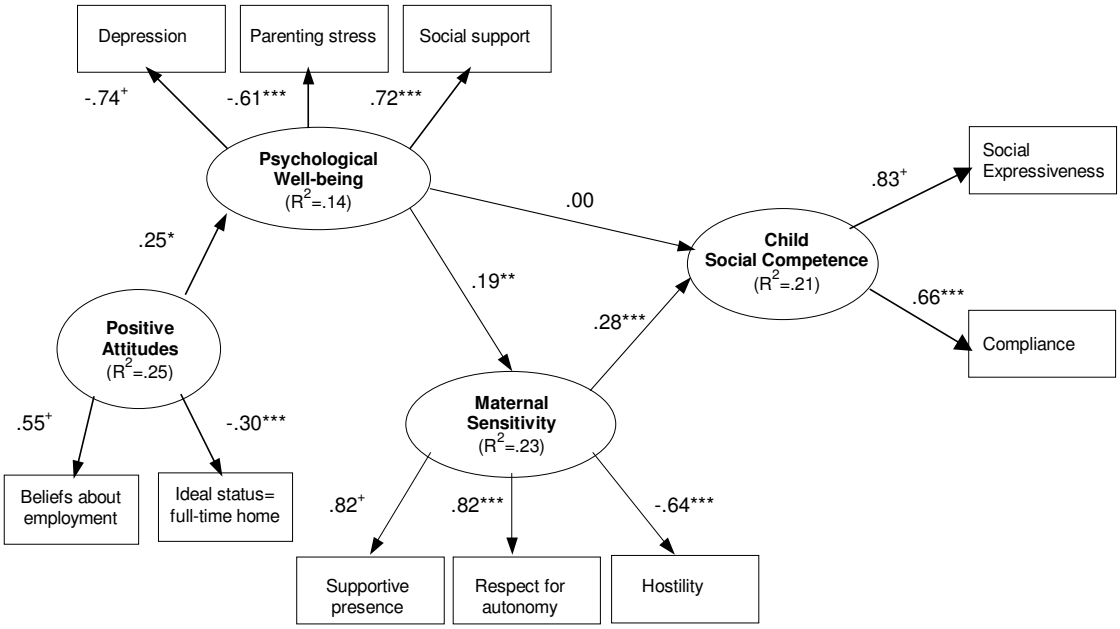

Figure 7. Caregiver-reported children's social competence at 36 months in 12-month extensively employed group. Model fit statistics: χ^2: (85, *N*=298)= 117.33, *p*<.05; CFI=.997; RMSEA=.036; χ^2/df=1.38. *p<.05. **p<.01. ***p<.001. +variables used to set the scale for the latent.

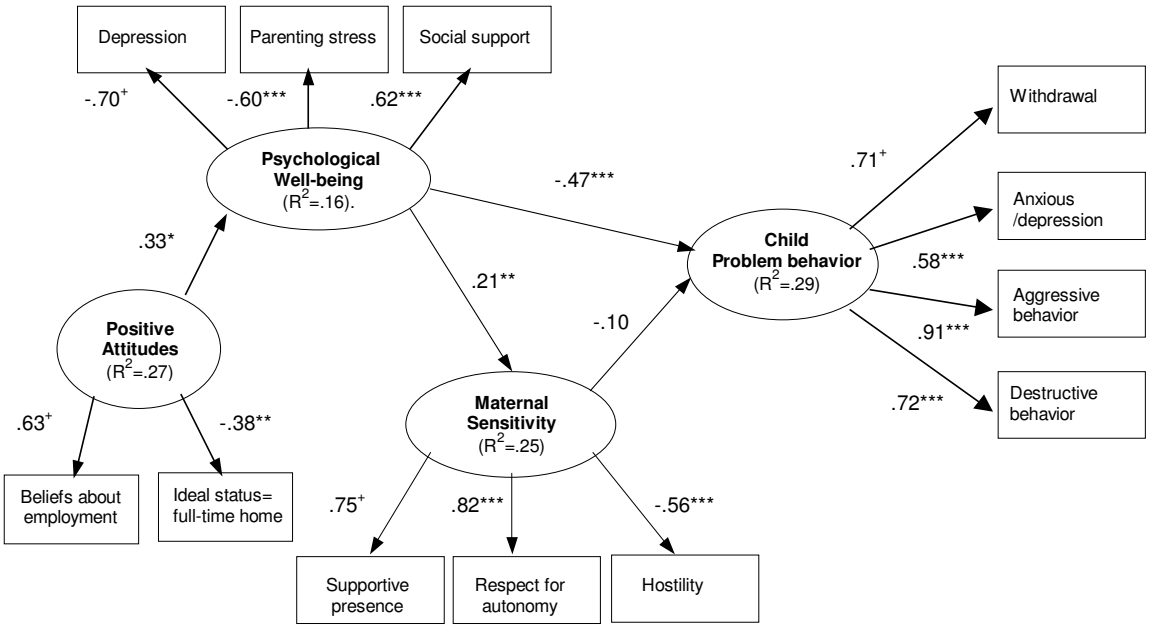

Figure 8. Mother-reported children's problem behavior at 36 months in 36-month extensively employed group. Model fit statistics: χ^2: (122, *N*=321)=179.884, *p*<.001; CFI=.995; RMSEA=.039; χ^2/df=1.47. **p*<.05. ***p*<.01.****p*<.001. +variables used to set the scale for the latent.

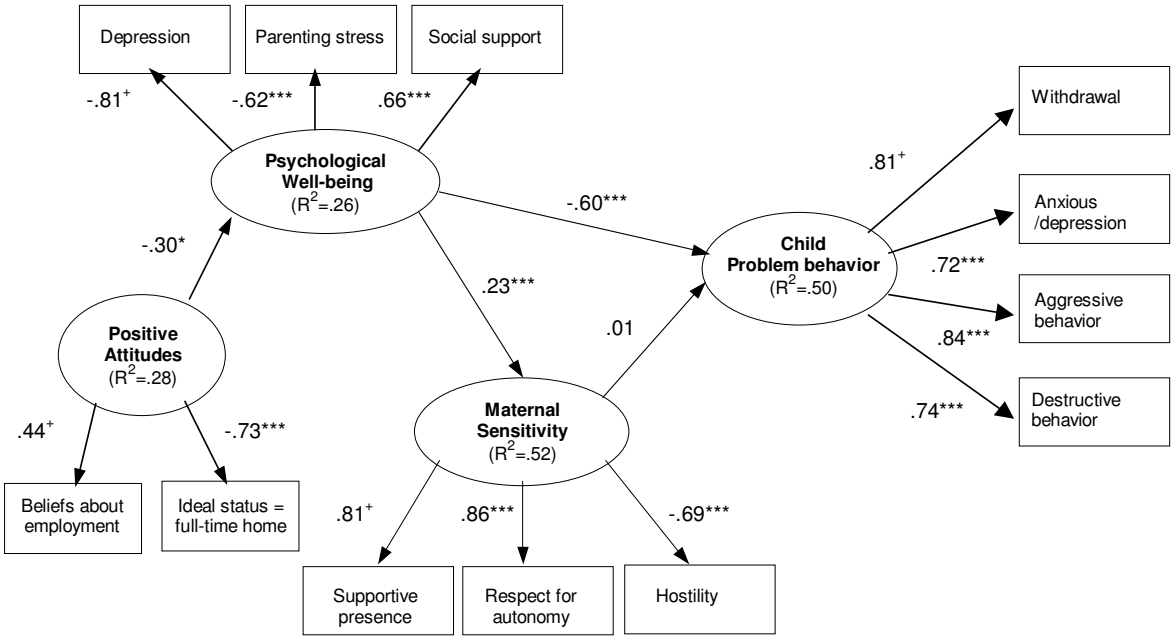

Figure 9. Mother-reported children's problem behavior at 36 months in 36-month not employed group. Model fit statistics: χ^2: (122, *N*=241)=181.03, *p*<.001; CFI=.994; RMSEA=.045; χ^2/df=1.48. **p*<.05. ****p*<.001. +variables used to set the scale for the latent.

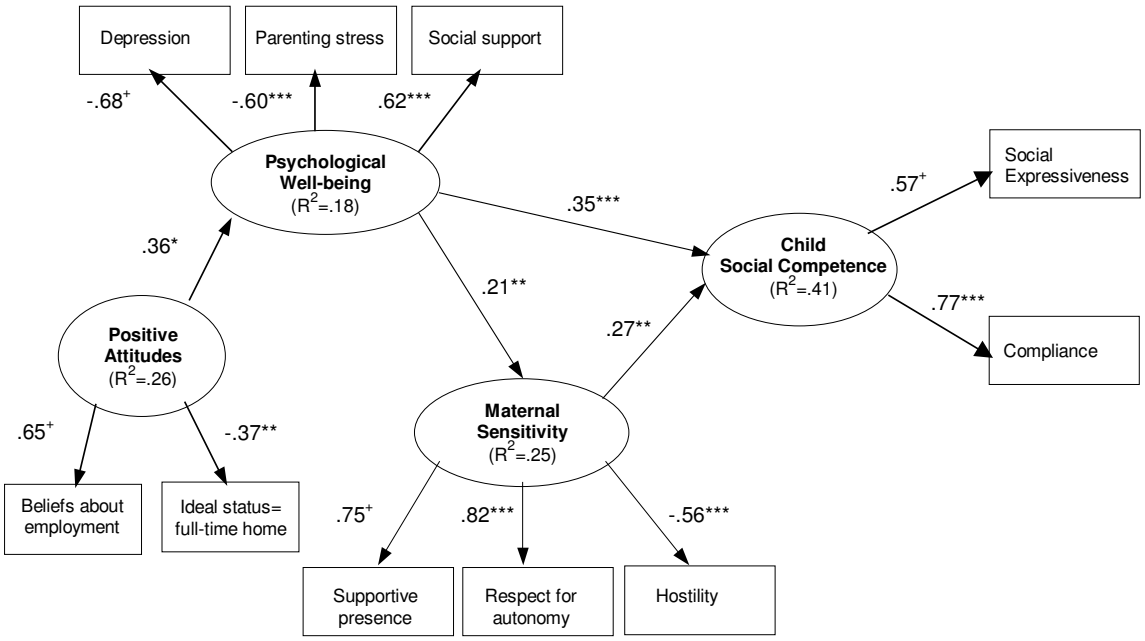

Figure 10. Mother-reported children's social competence at 36 months in 36-month extensively employed group. Model fit statistics: χ^2: (85, *N*=321)=143.00, *p*<.001; CFI=.996; RMSEA=.046; χ^2/df=1.68. **p<.01. ***p<.001. +variables used to set the scale for the latent.

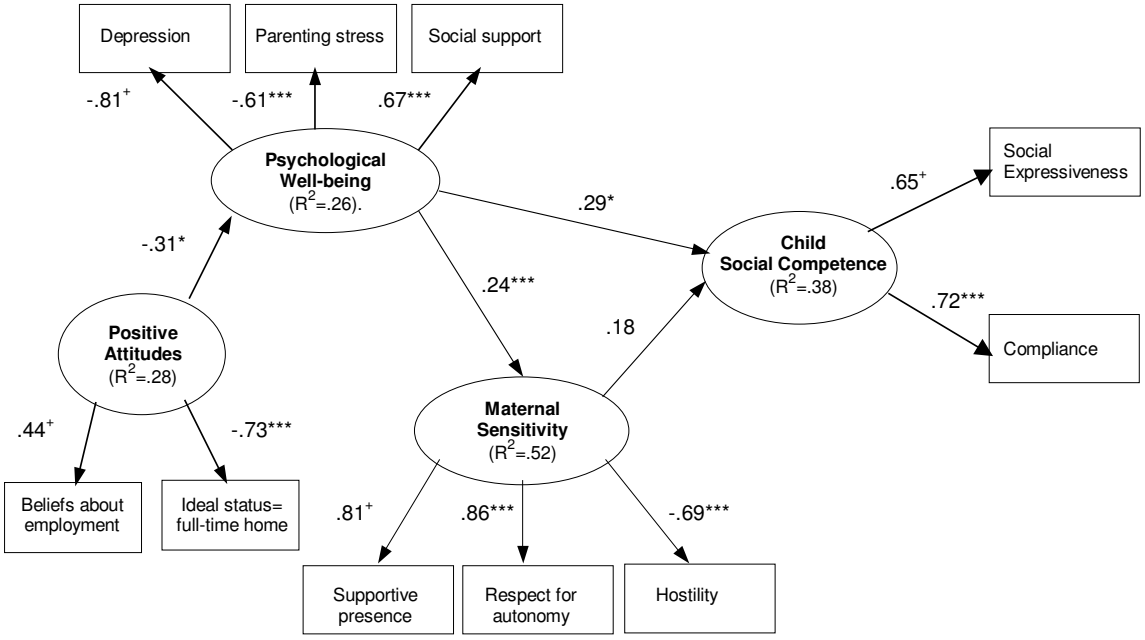

Figure 11. Mother-reported children's social competence at 36 months in 36-month not employed group. Model fit statistics: χ^2: (85, *N*=241)=103.08, *p*<.10; CFI=.998; RMSEA=.030; χ^2/df=1.21. *p<.05. ***p<.001. +variables used to set the scale for the latent.

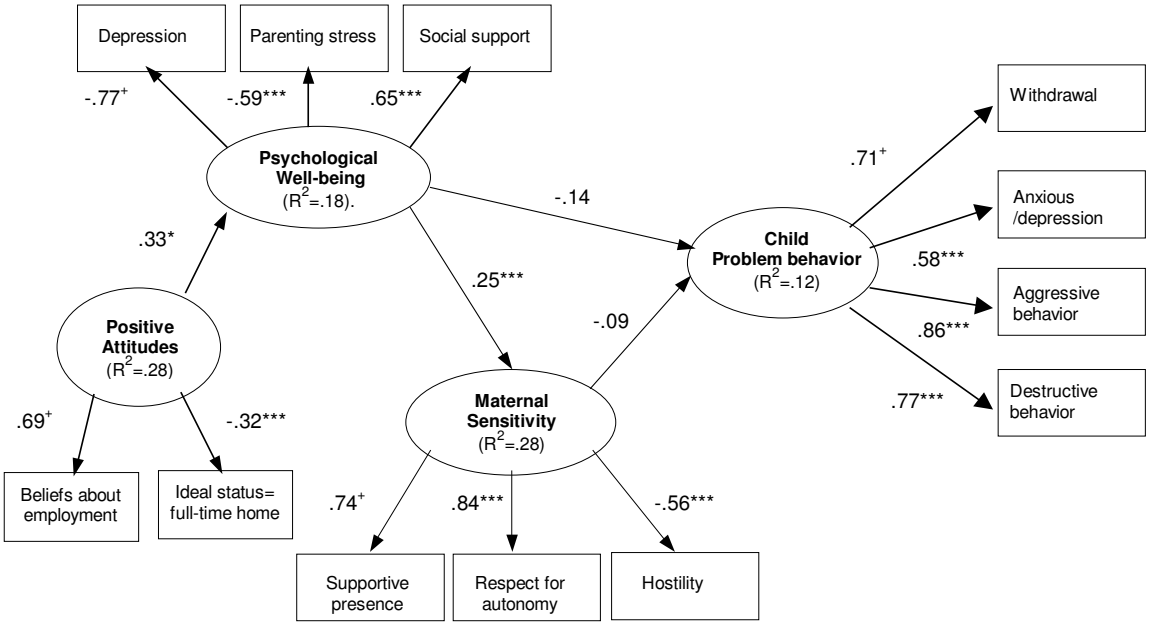

Figure 12. Caregiver-reported children's problem behavior at 36 months in 36-month extensively employed group. Model fit statistics: χ^2: (122, *N*=239)=157.38, *p*<.05; CFI=.996; RMSEA=.035; χ^2/df=1.29. *p<.05. ***p<.001. +variables used to set the scale for the latent.

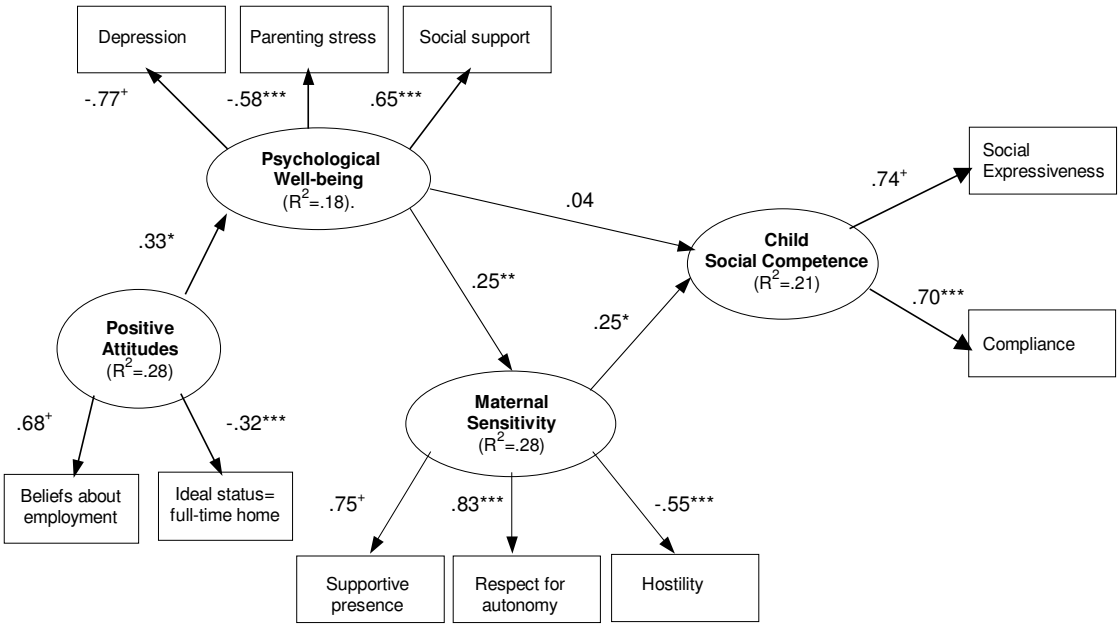

Figure 13. Caregiver-reported children's social competence at 36 months in 36-month extensively employed group. Model fit statistics: χ^2: (85, *N*=239)=119.85, *p*<.01; CFI=.997; RMSEA=.041; χ^2/df=1.41. *p<.05. **p<.01. ***p<.001. +variables used to set the scale for the latent.

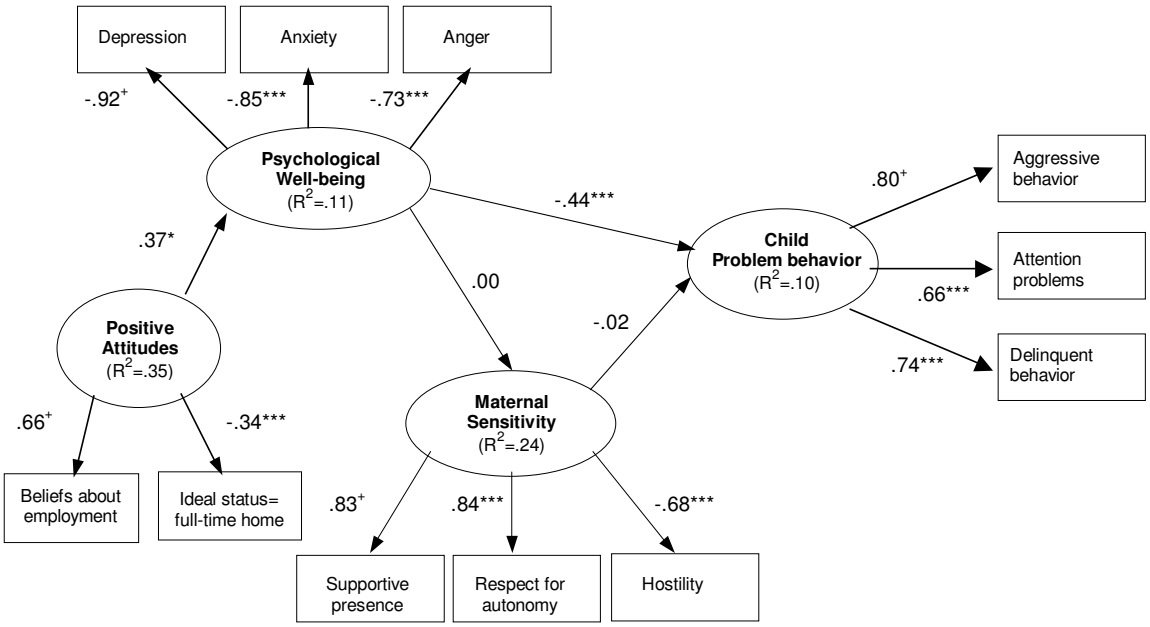

Figure 14. Mother-reported children's problem behavior at first grade in 36-month extensively employed group. Model fit statistics: χ^2: (103, *N*=276)=148.15, *p*<.01; CFI=.996; RMSEA=.040; χ^2/df=1.44. *p<.05. ***p<.001. +variables used to set the scale for the latent.

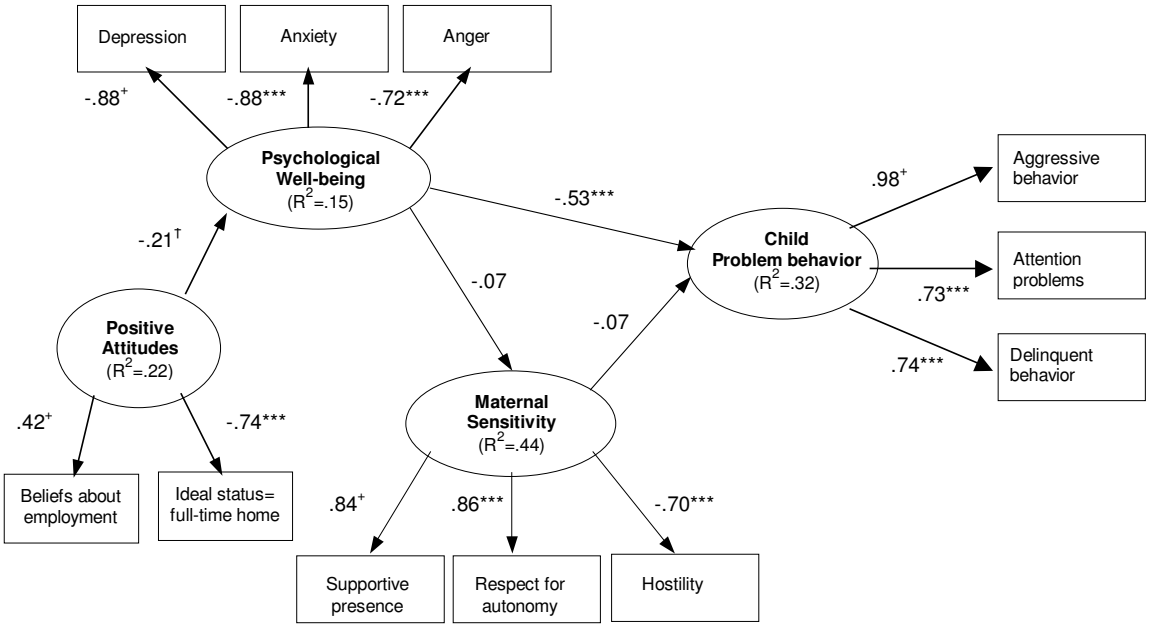

Figure 15. Mother-reported children's problem behavior at first grade in 36-month not employed group. Model fit statistics: χ^2: (103, *N*=200)=147.92, *p*<.001; CFI=.995; RMSEA=.047; χ^2/df=1.44 *p<.05. ***p<.001. +variables used to set the scale for the latent.

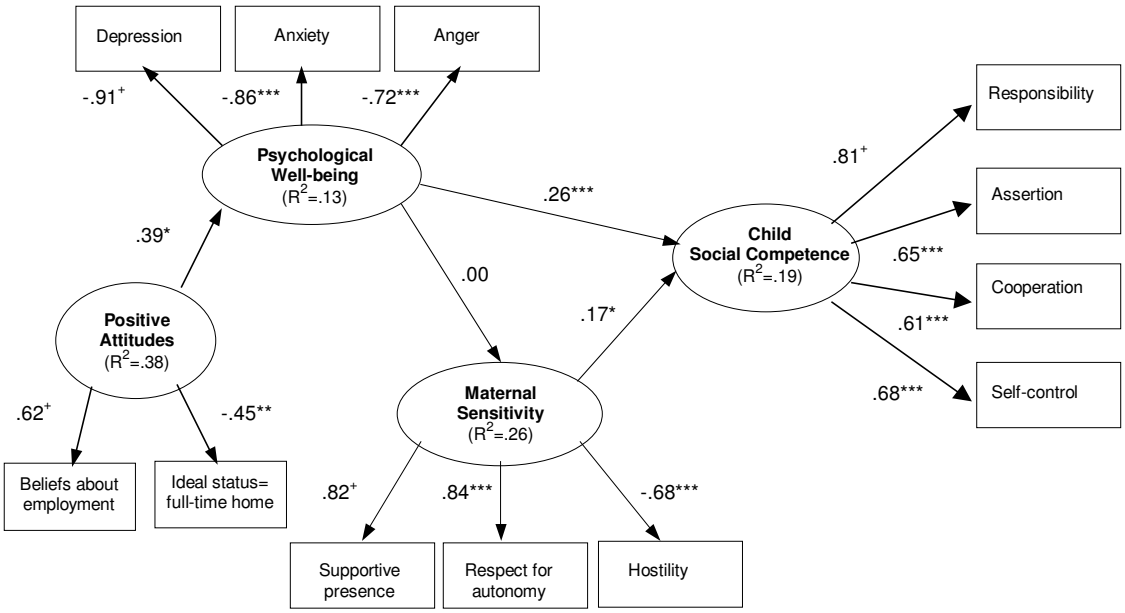

Figure 16. Mother-reported children's social competence at first grade in 36-month extensively employed group. Model fit statistics: χ^2: (122, *N*=276)=175.66, *p*<.001; CFI=.996; RMSEA=.040; χ^2/df=1.44. *p<.05. **p<.01.***p<.001. +variables used to set the scale for the latent.

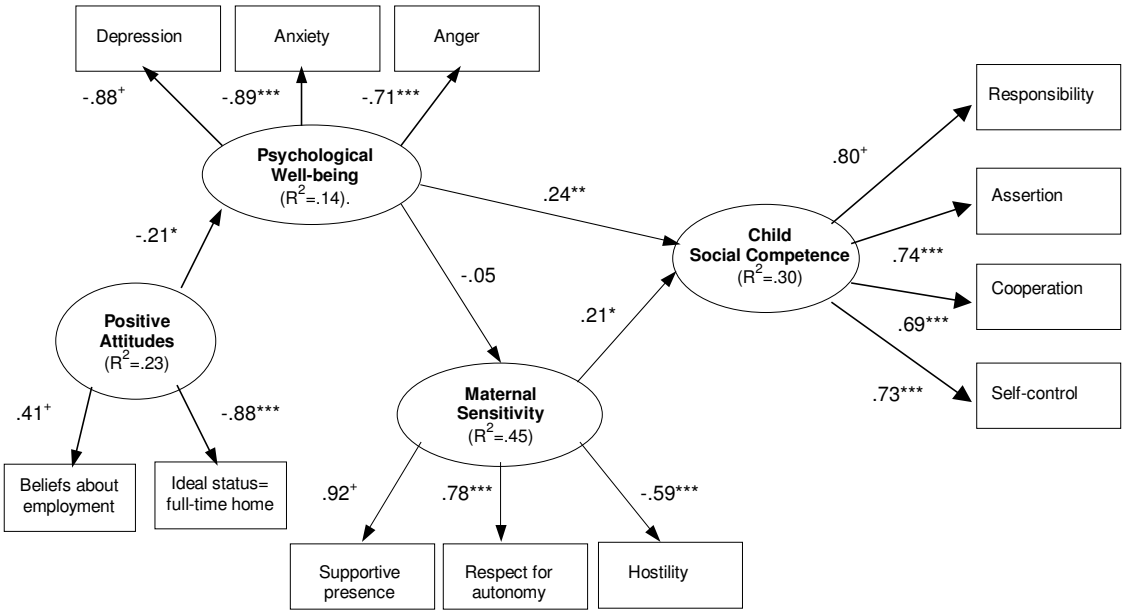

Figure 17. Mother-reported children's social competence at first grade in 36-month not employed group. Model fit statistics: χ^2: (122, *N*=200)=172.20, *p*<.01; CFI=.994; RMSEA=.045; χ^2/df=1.41. *p<.05. **p<.01.***p<.001. +variables used to set the scale for the latent.

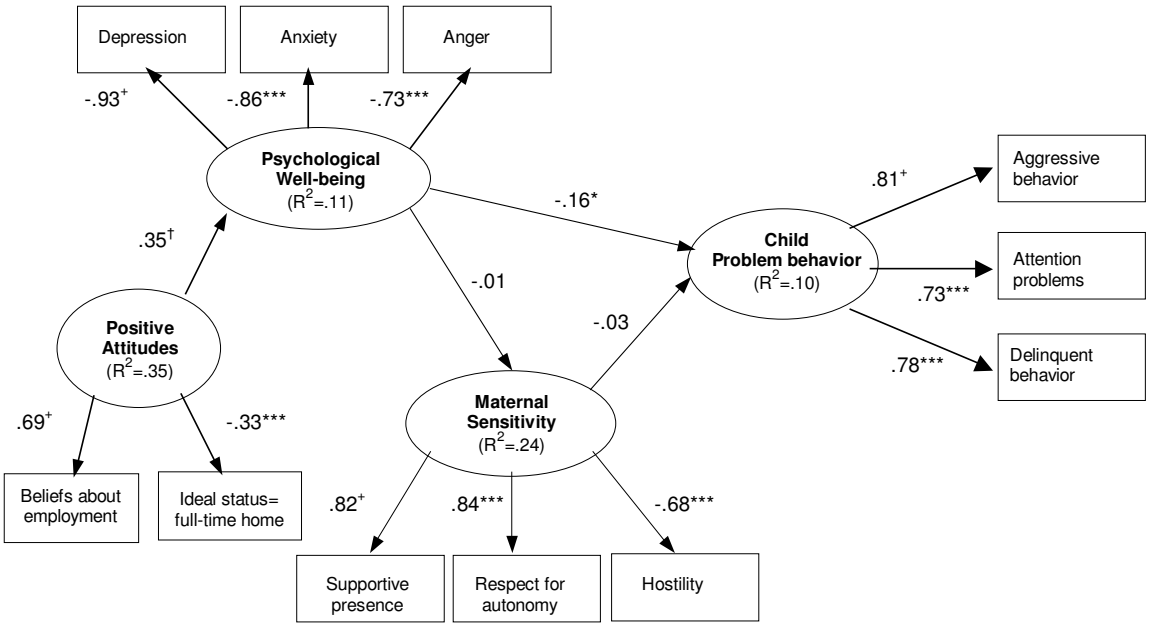

Figure 18. Teacher-reported children's problem behavior at first grade in 36-month extensively employed group. Model fit statistics: χ^2: (103, *N*=260)=156.54, *p*<.001; CFI=.996; RMSEA=.042; χ^2/df=1.46. † p<.10. *p<.05. ***p<.001. +variables used to set the scale for the latent.

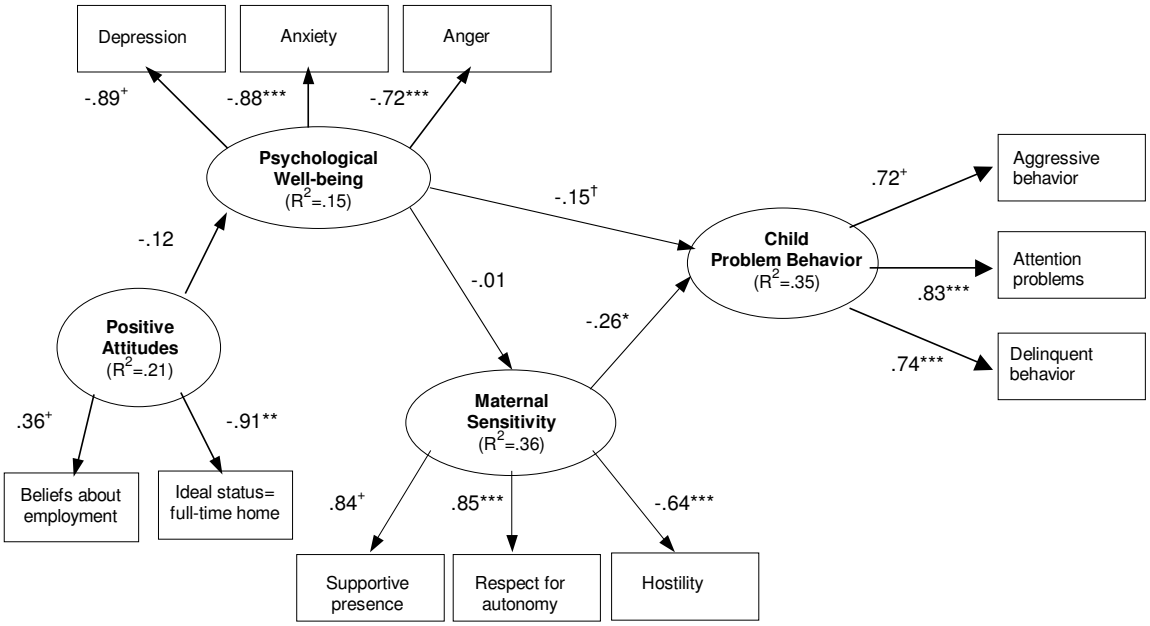

Figure 19. Teacher-reported children's problem behavior at first grade in 36-month not employed group. Model fit statistics: χ^2: (103, *N*=183)=174.62, *p*<.001; CFI=.992; RMSEA=.061; χ^2/df=1.68. † *p*<.10. *p<.05. **p<.01. ***p<.001. +variables used to set the scale for the latent.

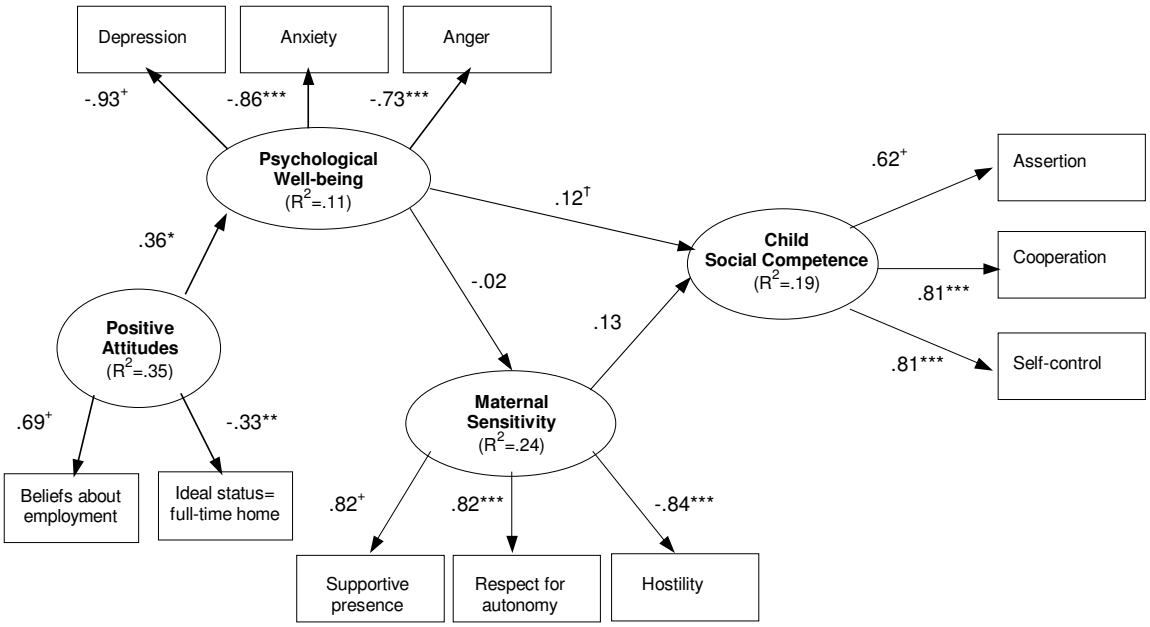

Figure 20. Teacher-reported children's social competence at first grade in 36 months extensively employed group. Model fit statistics: χ^2: (103, *N*=260)=139.38, *p*<.01; CFI=.997; RMSEA=.037; χ^2/df=1.35. † p<.10. *p<.05. **p<.01. ***p<.001. +variables used to set the scale for the latent.

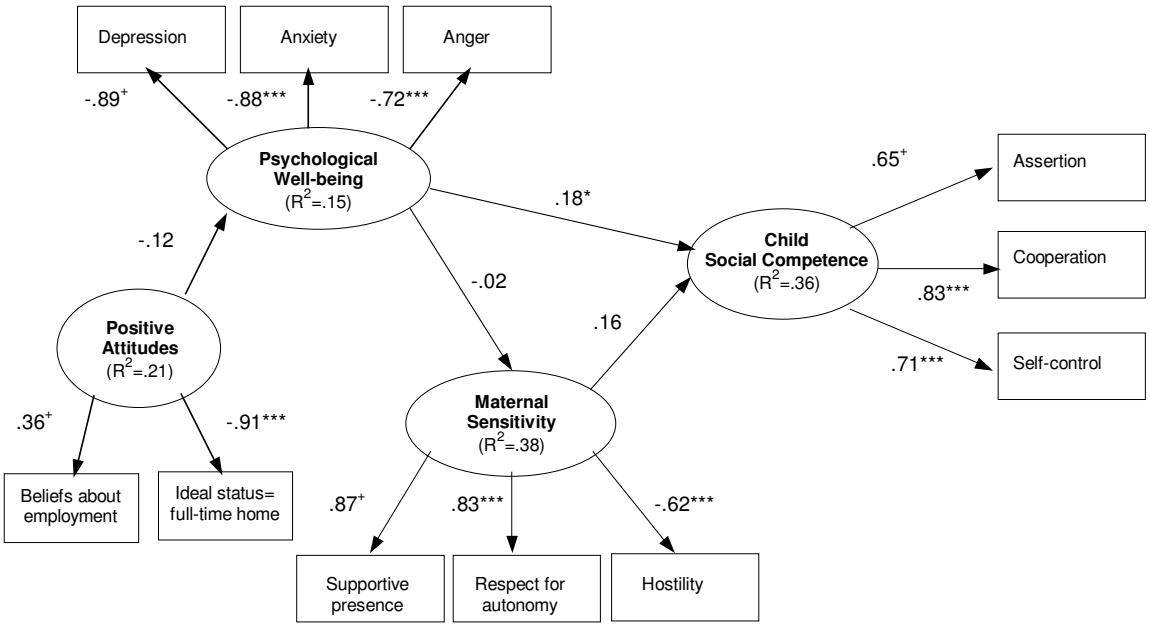

Figure 21. Teacher-reported children's social competence at first grade in 36-month not employed group. Model fit statistics: χ^2: (103, *N*=183)=164.98, *p*<.001; CFI=.991; RMSEA=.057; χ^2/df=1.60. ***p<.001. +variables used to set the scale for the latent.

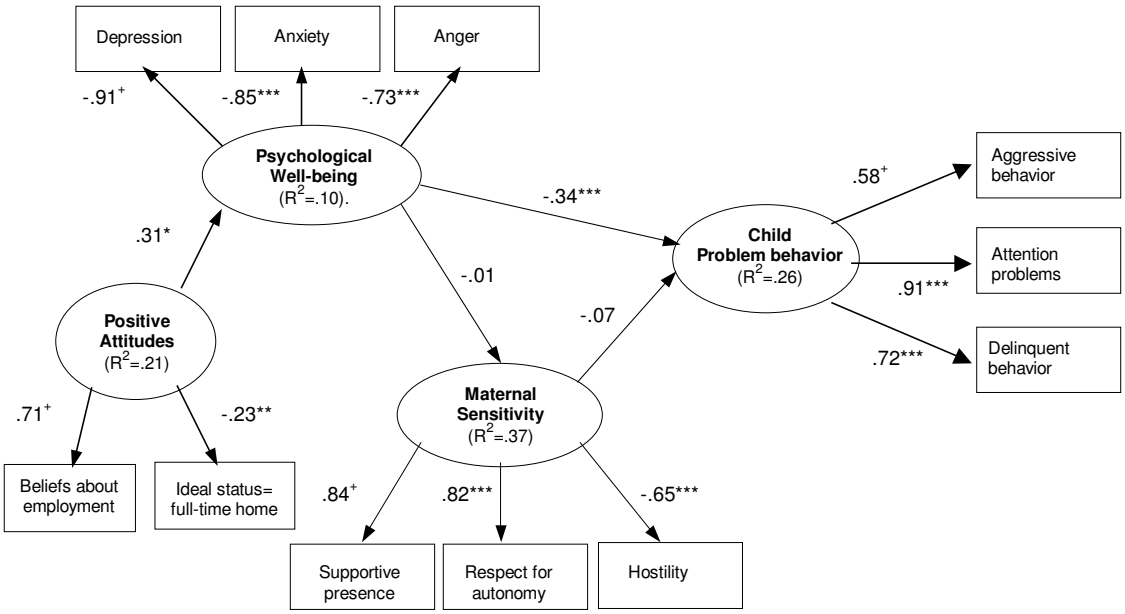

Figure 22. Mother-reported children's problem behavior at first grade in first grade extensively employed group. Model fit statistics: χ^2: (103, *N*=183)=139.05, *p*<.001; CFI=.996; RMSEA=.044; χ^2/df=1.35. *p<.05. **p<.01.***p<.001. +variables used to set the scale for the latent.

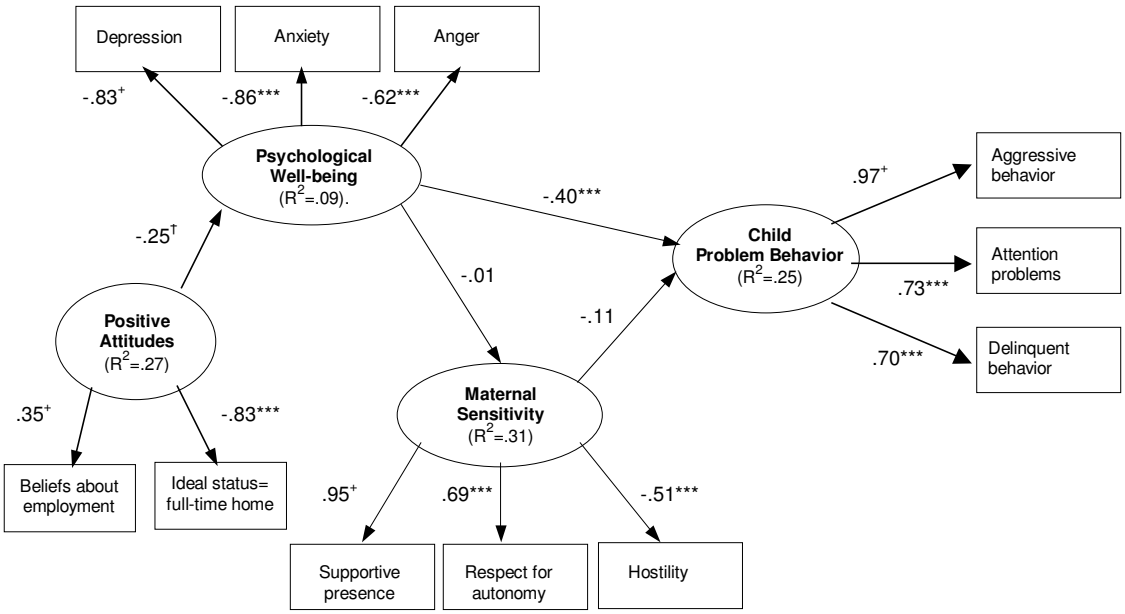

Figure 23. Mother-reported children's problem behavior at first grade in first grade not employed group. Model fit statistics: χ^2: (103, *N*=145)=140.74, *p*<.01; CFI=.995; RMSEA=.050; χ^2/df=1.35 †*p*<.10. ***p*<.001. +variables used to set the scale for the latent.

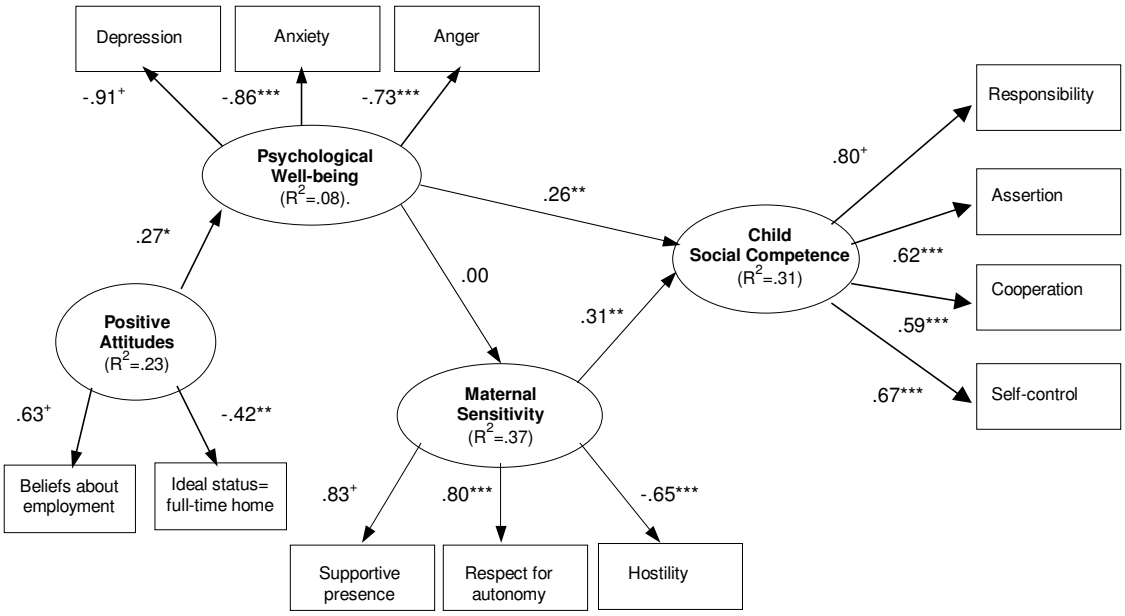

Figure 24. Mother-reported children's social competence at first grade in first grade extensively employed group. Model fit statistics: χ^2: (122, *N*=183)=163.88, *p*<.01; CFI=.995; RMSEA=.043; χ^2/df=1.33. *p<.05. **p<.01.***p<.001. +variables used to set the scale for the latent.

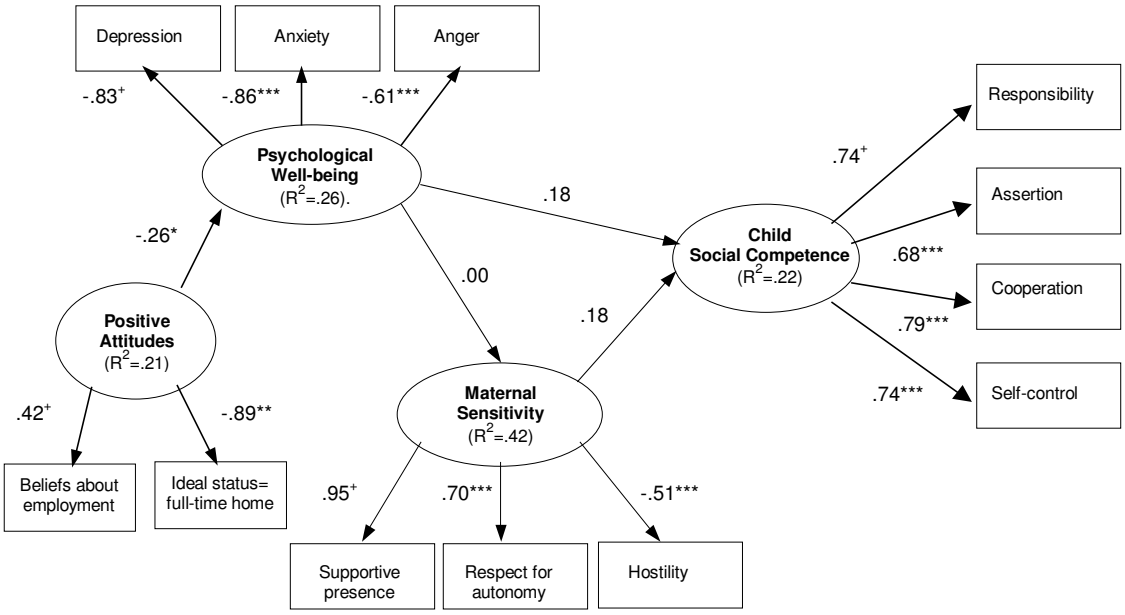

Figure 25. Mother-reported children's social competence at first grade in first grade not employed group. Model fit statistics: χ^2: (122, *N*=145)=152.56, *p*<.05; CFI=.996; RMSEA=.041; χ^2/df=1.24. *p<.05. **p<.01.***p<.001. +variables used to set the scale for the latent.

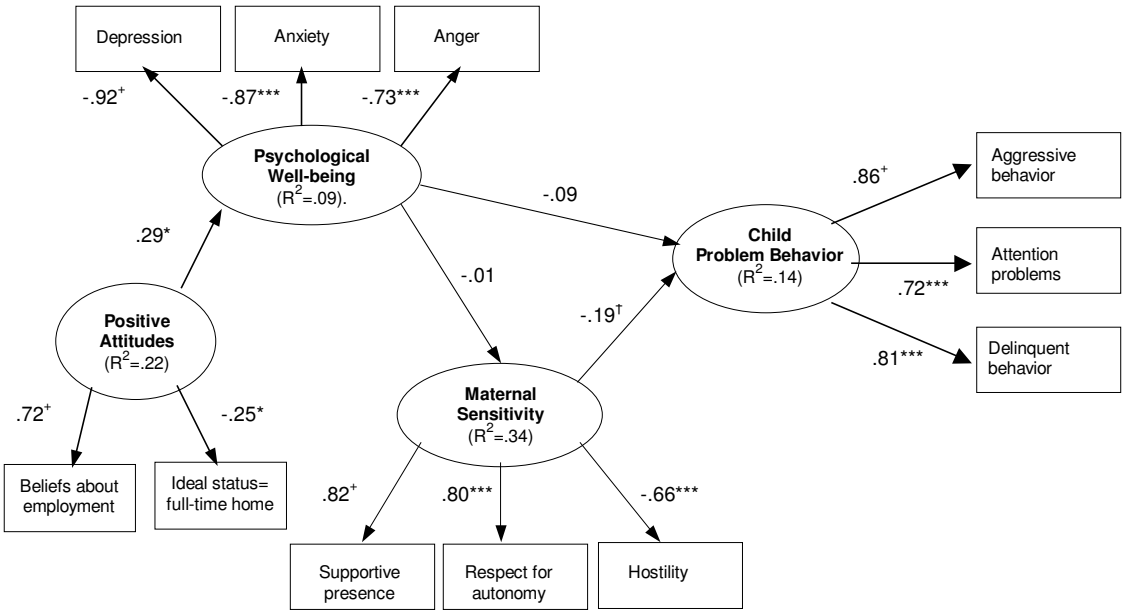

Figure 26. Teacher-reported children's problem behavior at first grade in first grade extensively employed group. Model fit statistics: χ^2: (103, *N*=170)=138.02, *p*<.05; CFI=.996; RMSEA=.045; χ^2/df=1.34. *p<.05.***p<.001. +variables used to set the scale for the latent.

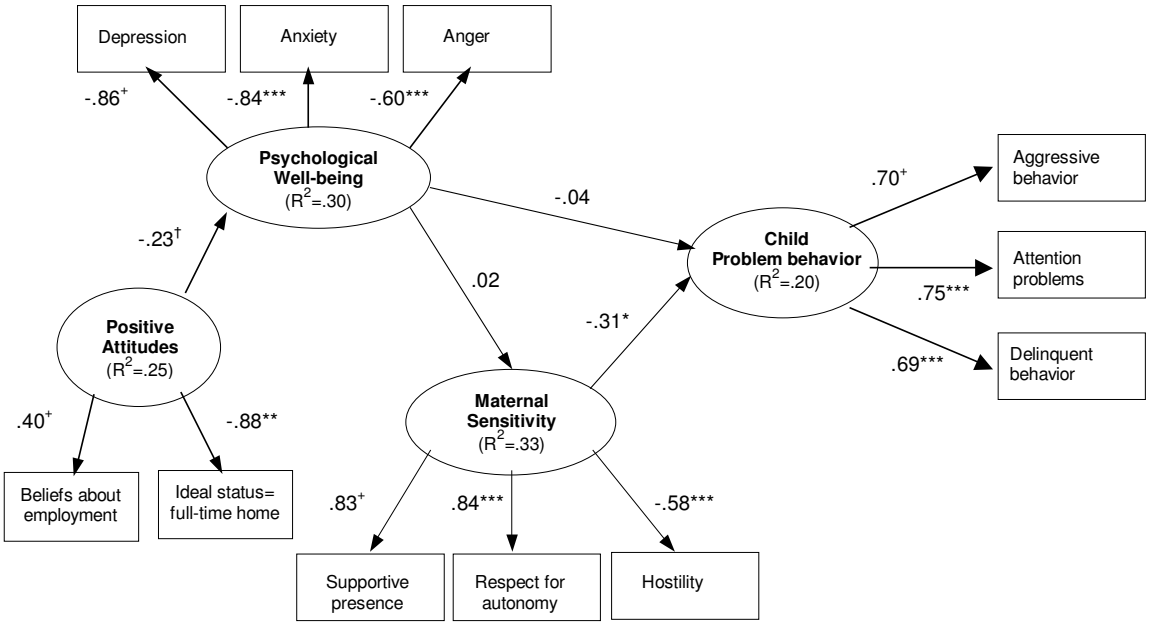

Figure 27. Teacher-reported children's problem behavior at first grade in first grade not employed group. Model fit statistics: χ^2: (103, *N*=133)=198.79, *p*<.001; CFI=.986; RMSEA=.051; χ^2/df=1.36. † *p*<.10. *p<.05. **p<.01. ***p<.001. +variables used to set the scale for the latent.

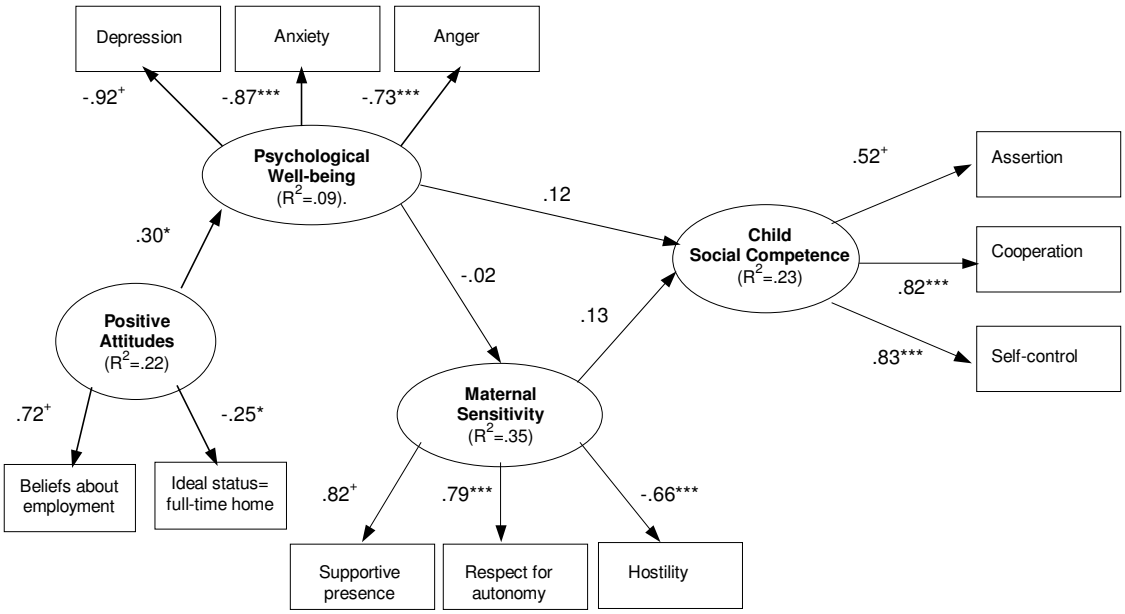

Figure 28. Teacher-reported children's social competence at first grade in first grade extensively employed group. Model fit statistics: χ^2: (103, *N*=170)=139.05, *p*<.01; CFI=.995; RMSEA=.046; χ^2/df=1.35. *p<.05. **p<.01. ***p<.001. +variables used to set the scale for the latent.

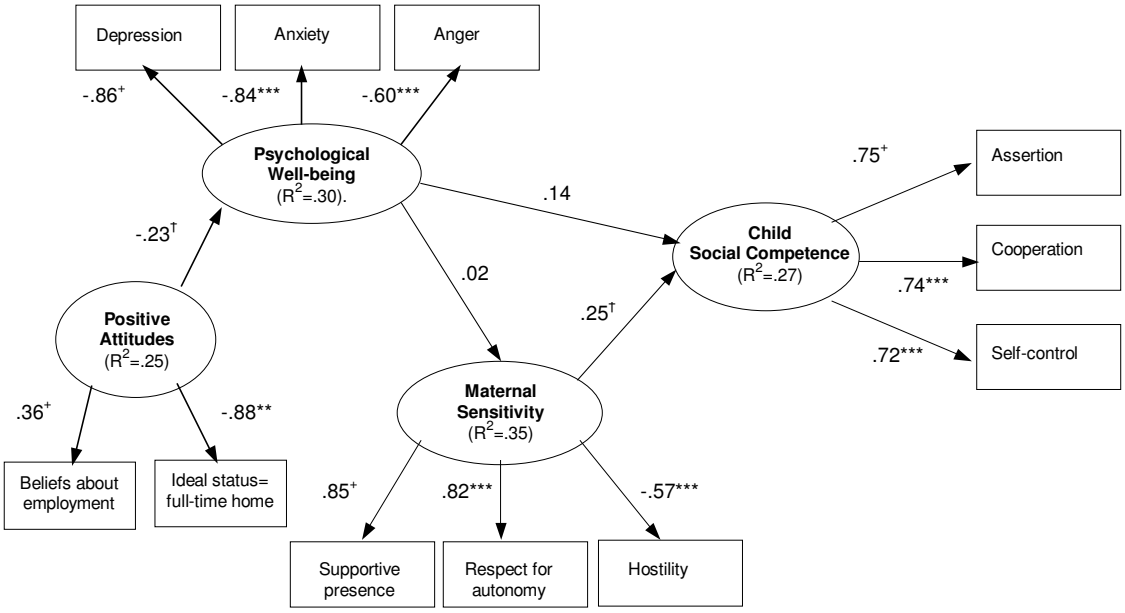

Figure 29. Teacher-reported children's social competence at first grade in first grade not employed group. Model fit statistics: χ^2: (103, *N*=133)=136.99, *p*<.01; CFI=.994; RMSEA=.050; χ^2/df=1.33. † *p*<.10. **p<.01. ***p<.001. +variables used to set the scale for the latent.

APPENDIX A

Table A1. Correlation Matrices for Study Variables at 36 months for the Full Sample

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Controls														
1. African American														
2. Hispanic	-.09**													
3. Mother's age	-.25***	-.11***												
4. Mother's education	-.20***	-.11***	.54***											
5. Income-to-needs ratio	-.24***	-.09**	.46***	.54***										
6. Prop. time partnered	-.41***	-.04	.35***	.31***	.35***									
7. # of children	.13***	.04	.05	-.12***	-.22***	.01								
8. Child=boy	.00	.00	-.04	-.04	-.04	-.02	-.01							
9. Child=firstborn	-.02	-.03	-.25***	.03	.13***	-.11***	-.60***	.04						
Attitudes Toward Employment														
10. Beliefs a/ employment	.09**	-.01	.07*	.08**	.18***	-.06*	-.12***	-.01	.06					
11. Ideal Status=FT home	-.10**	-.04	.03	-.02	-.05	.10***	.13***	-.01	-.05	-.30***				
Psychological Well-Being														
12. Depression	.12***	.07*	-.20***	-.24***	-.21***	-.19***	.04	-.04	.02	-.05	-.06*			
13. Parenting stress	.04	.04	.04	-.06*	-.09**	-.08**	.14***	-.02	-.10***	-.06*	-.07*	.41***		
14. Social support	-.05	-.01	.03	.05	.09***	.09**	-.07*	.02	.04	.03	.08**	-.46***	-.41***	
Maternal Sensitivity														
15. Supportive presence	-.27***	-.07*	.35***	.39***	.35***	.26***	-.06*	-.07*	-.02	-.01	.04	-.19***	-.07*	.11***
16. Respect for autonomy	-.25***	-.05	.30***	.36***	.27***	.26***	-.08**	-.10***	.00	.02	.02	-.21***	-.05	.11***
17. Hostility	.24***	.01	-.27***	-.27***	-.27***	-.23***	.02	.05	.06*	.02	-.03	.18***	.06*	-.09***
Socioemotional Outcomes (Mom Rate)														
18. Withdrawal	.11**	-.01	-.18***	-.22***	-.15***	-.13***	-.09*	-.03	.09*	-.13***	.01	.39***	.27***	-.24***
19. Anxiety/Depression	.10***	.00	-.17***	-.23***	-.17***	-.11***	-.03	-.04	.12***	-.07*	.00	.36***	.26***	-.17***
20. Aggressive behavior	.06*	-.03	-.16***	-.18***	-.16***	-.12***	-.07*	.02	.07*	-.02	-.04	.35***	.34***	-.29***
21. Destructive Behavior	.12***	.00	-.19***	-.23***	-.19***	-.17***	.01	.07*	-.03	-.04	-.02	.27***	.22***	-.19***
22. Social Expressiveness	-.20***	-.06	.12***	.21***	.12***	.13***	-.10***	-.06*	.04	.07*	.00	-.22***	-.20***	.17***
23. Compliance	-.18***	-.02	.16***	.20***	.16***	.13***	-.02	-.10***	-.01	.06	.05	-.28***	-.29***	.25***
Socioemotional Outcomes (CG Rate)														
24. Withdrawal	.09	.14**	-.08	-.10	-.07	-.08	.03	-.01	.05	-.03	.00	.13*	.00	-.08
25. Anxiety/Depression	.07	.06	-.04	-.09*	.04	.04	.01	-.01	.02	.00	.03	.08	.07	-.04
26. Aggressive behavior	.10*	.07	-.10*	-.13**	-.16***	-.11**	.01	.07	.00	.05	.05	.11**	.04	-.08*
27. Destructive Behavior	.14***	-.02	-.13***	-.18***	-.14***	-.11***	.09*	.11**	-.02	-.02	.07	.11*	.04	-.10*
28. Social Expressiveness	-.11*	-.05	.04	.05	.04	.07	-.12**	-.07	.00	.09*	-.02	-.07	-.05	.01
29. Compliance	-.16***	-.07	.12**	.16***	.12**	.10*	-.09*	-.10*	.00	.02	-.08*	-.08	-.04	.04

Table continues

Table A1. *(continued)*

	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Controls														
1. African American														
2. Hispanic														
3. Mother's age														
4. Mother's education														
5. Income-to-needs ratio														
6. Prop. time partnered														
7. # of children														
8. Child=boy														
9. Child=firstborn														
Attitudes Toward Employment														
10. Beliefs a/ employment														
11. Ideal Status=FT home														
Psychological Well-Being														
12. Depression														
13. Parenting stress														
14. Social support														
Maternal Sensitivity														
15. Supportive presence														
16. Respect for autonomy	.68***													
17. Hostility	-.55***	-.54***												
Socioemotional Outcomes (Mom Rate)														
18. Withdrawal	-.19***	-.16***	.18***											
19. Anxiety/Depression	-.17***	-.16***	.17***	.66***										
20. Aggressive behavior	-.16***	-.17***	.18***	.71***	.57***									
21. Destructive Behavior	-.21***	-.21***	.23***	.53***	.42***	.66***								
22. Social Expressiveness	.21***	.17***	-.14***	-.40***	-.31***	-.19***	-.15***							
23. Compliance	.23***	.23***	-.21***	-.40***	-.27***	-.51***	-.43***	.49***						
Socioemotional Outcomes (CG Rate)														
24. Withdrawal	-.16**	-.14**	.13*	.14**	.09	.15**	.18***	-.20***	-.21***					
25. Anxiety/Depression	-.11*	-.05	.06	.08	.14***	.06	.02	-.07	-.23***	.59***				
26. Aggressive behavior	-.18***	-.14***	.15***	.17**	.05	.19***	.19***	-.15***	-.19***	.63***	.05			
27. Destructive Behavior	-.18***	-.19***	.15***	.15**	.04	.15***	.28***	-.07	-.23***	.59***	.42***	.70***		
28. Social Expressiveness	.17***	.13**	.13**	-.13*	-.13***	-.15***	-.12**	.28***	.21***	-.53***	-.13***	-.15***	-.21***	
29. Compliance	.23***	.21***	.21***	-.13*	-.06	-.19***	-.24***	.12***	.27***	-.52***	-.06***	-.61***	-.53***	.52***

Note. $N = 609$ to 1213 depending on missing data.
$p < .05$. ** $p < .01$. *** $p < .001$

Table A2. Correlation Matrices for Study Variables at 36 months for the Extensively Employed Group

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Controls														
1. African American														
2. Hispanic	-.08													
3. Mother's age	-.13*	-.09												
4. Mother's education	-.08	-.11*	.48***											
5. Income-to-needs ratio	-.17**	-.12*	.48***	.57***										
6. Prop. time partnered	-.46***	.07	.19**	.13*	.29***									
7. # of children	.09	.14*	.10	-.06	-.18***	-.02								
8. Child=boy	.09	.03	.02	-.06	-.09	-.16**	.01							
9. Child=firstborn	-.02	-.11	-.25***	.03	.16**	-.05	-.59***	-.60***						
Attitudes Toward Employment														
10. Beliefs a/ employment	.07	-.02	.23***	.20***	.23***	-.02	.02	-.06	-.09					
11. Ideal Status=FT home	.00	.02	-.10	-.23***	-.19***	-.03	.13*	.02	-.01	-.24***				
Psychological Well-Being														
12. Depression	.09	.08	-.14*	-.17**	-.14*	-.09	.10	-.02	-.08	-.14*	.01			
13. Parenting stress	-.02	.05	.04	-.09	-.06	-.02	.17**	-.03	-.18**	-.17**	.03	.41***		
14. Social support	-.02	.04	-.01	.00	.00	.07	-.15**	.06	.07	.09	-.02	-.47***	-.34***	
Maternal Sensitivity														
15. Supportive presence	-.12*	.00	.23***	.29***	.30***	.15**	-.06	-.08	.01	.07	-.11*	-.15**	-.06	.09
16. Respect for autonomy	-.11*	.01	.20***	.31***	.22***	.18***	-.09	-.20***	.01	.15**	-.15**	-.16**	-.04	.17***
17. Hostility	.02	-.06	-.20***	-.23***	-.19***	-.07	-.02	.08	.03	-.02	.11*	.19***	.06	-.10*
Socioemotional Outcomes (Mom Rate)														
18. Withdrawal	.01	.01	-.21***	-.17**	-.13*	-.09	.00	-.04	-.01	-.19***	.12*	.18**	.24***	-.15*
19. Anxiety/Depression	-.02	.04	-.15**	-.15**	-.06	-.02	-.07	-.05	.12*	-.15**	.07	.25***	.25***	-.16**
20. Aggressive behavior	-.01	-.06	-.08	-.09	-.10	-.12	-.04	.09	-.01	-.12*	.05	.28***	.29***	-.25***
21. Destructive Behavior	.03	-.03	-.11	-.16**	-.15**	-.11*	-.01	.06	-.10	-.19***	.06	.24***	.28***	-.15**
22. Expressiveness	-.17**	-.08	--.07	.21***	.14*	.06	-.09	-.10	.06	.20***	-.11	-.14*	-.19***	.14*
23. Compliance	-.11	.00	.03	.24***	.17**	.09	.00	-.21***	.04	.25***	-.09	-.17**	-.27***	.15**
Socioemotional Outcomes (CG Rate)														
24. Withdrawal	.00	.10	-.04	-.17**	-.12	-.11	.05	.09	-.03	-.08	.16*	.12	.16*	-.03
25. Anxiety/Depression	.09	.08	-.10	-.13*	-.08	-.09	.02	.09	-.02	-.06	.09	.05	.14*	-.02
26. Aggressive behavior	.06	.07	-.08	-.15*	-.18**	-.09	.11	.18**	-.06	-.03	.15*	.13	.12	-.06
27. Destructive Behavior	.09	-.05	-.09	-.20**	-.18**	-.14*	.08	.15*	-.02	-.13*	.10	.15*	.16*	-.12
28. Expressiveness	-.06	-.03	-.07	.05	-.05	.08	-.11	-.20**	.03	.09	-.05	-.06	-.10	.00*
29. Compliance	-.10	-.03	.03	·17**	.09	.11	-.11	-.17**	.02	.04	-.16*	-.08	-.13*	.03

Table continues

Table A2. *(continued)*

	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Controls														
1. African American														
2. Hispanic														
3. Mother's age														
4. Mother's education														
5. Income-to-needs ratio														
6. Prop. time partnered														
7. # of children														
8. Child=boy														
9. Child=firstborn														
Attitudes Toward Employment														
10. Beliefs a/ employment														
11. Ideal Status=FT home														
Psychological Well-Being														
12. Depression														
13. Parenting stress														
14. Social support														
Maternal Sensitivity														
15. Supportive presence														
16. Respect for autonomy	-.20***													
17. Hostility	-.43	-.45***												
Socioemotional Outcomes (Mom Rate)														
18. Withdrawal	-.16**	-.18***	.12*											
19. Anxiety/Depression	-.10	-.11	.08	.52***										
20. Aggressive behavior	-.15*	-.20***	.14*	.64***	.51***									
21. Destructive Behavior	-.12*	-.15**	.09	.47***	.39***	.68***								
22. Expressiveness	.28***	.17**	.17**	-.29***	-.28***	-.15**	-.06							
23. Compliance	.26***	.31***	.31***	-.50***	-.30***	-.50***	-.42***	.44***						
Socioemotional Outcomes (CG Rate)														
24. Withdrawal	-.19**	-.15*	.08	.16*	.10	.19**	.12	-.12	-.18**					
25. Anxiety/Depression	-.17*	-.05	.06	.14*	.14*	.10	.01	-.15*	-.03	.54***				
26. Aggressive behavior	.26***	-.11	-.11	.19**	.05	.26***	.17*	-.07	-.23***	.60***	.48***			
27. Destructive Behavior	-.14*	-.16*	.09	.18**	.03	.26***	.29***	-.06	-.22***	.53***	.39***	.26***		
28. Expressiveness	-.17**	.17**	.17**	-.10	-.08	-.17**	-.04	.24***	.23***	-.57***	-.35***	-.19**	-.17**	
29. Compliance	-.27***	.19**	.18**	-.14*	-.02	-.27***	-.19**	.08	.27***	-.53***	-.30***	-.64***	-.50***	.51***

Note. $N = 239$ to 321 depending on missing data.
* $p < .05$. ** $p < .01$. *** $p < .001$

Table A3. Correlation Matrices for Study Variables at 36 months for the Not Employed Group

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Controls																						
1. African American																						
2. Hispanic	-.09																					
3. Mother's age	-.31***	-.16*																				
4. Mother's education	-.25***	-.17**	.56***																			
5. Income-to-needs ratio	-.26***	-.11	.41***	.52***																		
6. Prop. time partnered	-.43***	-.14*	.51***	.49***	.40***																	
7. # of children	.28***	-.05	-.04	-.20**	-.19**	-.04																
8. Child=boy	.02	-.05	-.06	-.06	-.04	.01	-.02															
9. Child=firstborn	-.02	.04	-.23***	-.01	.08	-.20**	-.49***	.08														
Attitudes Toward Employment																						
10. Beliefs a/ employment	.12	.03	-.16*	-.19**	-.05	-.19**	-.08	.09	.11													
11. Ideal Status=FT home	-.26***	-.09	.24***	.29***	.25***	.24***	.03	.00	-.05	-.32***												
Psychological Well-Being																						
12. Depression	.20**	.07	-.22***	-.34***	-.22***	-.35***	.12	.04	.03	.17**	-.23***											
13. Parenting stress	.14*	.06	-.03	-.20**	-.13*	-.22***	.07	.04	-.01	.19**	-.28***	.48***										
14. Social support	.00	-.05	.02	.10	.09	.17**	-.02	.03	.03	-.04	.15*	-.55***	-.41***									
Maternal Sensitivity																						
15. Supportive presence	-.30***	-.13	.42***	.53***	.34***	.33***	-.14*	.01	-.04	-.11	.21**	-.29***	-.13*	.20**								
16. Respect for autonomy	-.35***	-.03	.39***	-.49***	.30***	.39***	-.24***	-.09	-.09	-.13	.16*	-.37***	-.20**	.22	.69***							
17. Hostility	.33***	-.01	-.33***	-.36***	-.25***	-.36***	.15*	-.06	.10	.07	-.13	.29***	.13	-.25***	-.56***	-.58***						
Socioemotional Outcomes (Mom Rate)																						
18. Withdrawal	.22***	.06	-.25***	-.36***	-.25***	-.31***	.06	-.08	.13*	.11	-.20**	.42***	.35***	-.33***	-.28***	-.30***	.39***					
19. Anxiety/Depression	.18**	.03	-.17**	-.30***	-.18**	-.26***	.11	-.05	.13*	.07	-.19**	.46***	.34***	-.21**	-.25***	-.32***	.32***	.65***				
20. Aggressive behavior	.09	.02	-.13*	-.25***	-.20**	-.22***	.01	.01	.10	.11	-.17**	.42***	.40***	-.38***	-.16*	-.24***	.09	.67***	.57***			
21. Destructive Behavior	.14*	.01	-.23***	-.31***	-.25***	-.28***	.05	.08	.08	.10	-.15*	.43***	.30***	-.33***	-.19**	-.20**	.25***	.55***	.48***	.69***		
22. Social Expressiveness	-.23***	-.07	.11	.32***	.23***	.25***	-.17**	-.05	.04	-.08	.16*	-.20**	-.26***	.19**	.28***	.29***	-.32***	-.36***	-.38***	-.13*	-.23**	
23. Compliance	-.19**	-.06	.12	.25***	.12	.26***	-.05	-.03	.00	-.14*	.14*	-.28***	-.29***	.26***	.23***	.22***	-.20**	-.37***	-.29***	-.47***	-.49***	.47***

Note. N = 230 to 241 depending on missing data.
* p <.05. ** p < .01. *** p < .001

Table A4. Correlation Matrices for Study Variables at 36 months for the Middle Group

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Controls														
1. African American														
2. Hispanic	-.09*													
3. Mother's age	-.27***	-.10*												
4. Mother's education	-.21***	-.09*	.56***											
5. Income-to-needs ratio	-.26***	-.06	.46***	.52***										
6. Prop. time partnered	-.39***	-.05	.25***	.30***	.35***									
7. # of children	.08*	.04	.08*	-.09*	-.21***	.08*								
8. Child=boy	-.05	.00	-.05	-.02	-.02	.04	.00							
9. Child=firstborn	-.01	-.02	-.25***	.04	.12**	-.11**	-.63***	.03						
Attitudes Toward Employment														
10. Beliefs a/ employment	.14***	-.02	.06	.08	.17***	-.08*	-.04	-.02	.04					
11. Ideal Status=FT home	-.09*	-.03	.00	-.04	-.07	.12**	.08	-.02	-.02	-.21***				
Psychological Well-Being														
12. Depression	.10*	.06	-.20***	-.22***	-.22***	-.16***	-.03	-.09*	.06	-.06	-.04			
13. Parenting stress	.03	.03	.07	.02	-.07	-.04	.11**	-.02	-.06	-.05	-.06	.39***		
14. Social support	-.08*	-.02	.05	.06	.14***	.07	-.06	.01	.04	.04	.09*	-.43***	-.44***	
Maternal Sensitivity														
15. Supportive presence	-.31***	-.08*	.37***	.38***	.33***	.27***	-.04	-.07	-.02	.01	.02	-.17***	-.05	.08
16. Respect for autonomy	-.27***	-.08*	.30***	.33***	.30***	.24***	-.03	-.06	.03	.03	.01	-.16***	.00	.05
17. Hostility	.28***	.04	-.27***	-.25***	-.21***	-.24***	-.02	.05	.05	.04	-.04	.13***	.04	.04
Socioemotional Outcomes (Mom Rate)														
18. Withdrawal	.11**	-.01	-.18***	-.22***	-.15***	-.13***	-.09*	-.03	.09*	-.13***	.01	.39***	.27***	-.24***
19. Anxiety/Depression	.11**	-.02	-.18***	-.24***	-.14***	-.09*	-.11**	-.04	.13**	-.05	.02	.35***	.22***	.22***
20. Aggressive behavior	.08*	.07	-.17***	-.18***	-.14***	-.10*	-.13***	-.01	.09*	-.01	-.02	.35***	.34***	.34***
21. Destructive Behavior	.16**	.01	-.21***	-.24***	-.21***	-.16***	.00	.07	-.03	-.02	.00	.23***	.17***	.17***
22. Social Expressiveness	-.20***	-.04	.13***	.15***	.12**	.10*	-.06	-.04	.02	.05	.00	-.25***	-.17***	-.17***
23. Compliance	-.21***	-.02	.17***	.16***	.20***	.10*	.00	-.06	-.03	.02	.08*	-.32***	-.29***	-.29***
Socioemotional Outcomes (CG Rate)														
24. Withdrawal	.09	.14**	-.08	-.10	-.07	-.08	.03	-.01	.05	-.03	.00	.13*	.00	-.08
25. Anxiety/Depression	.10	.03	-.02	-.09	-.04	-.02	.02	-.06	.04	.02	.00	.10	.04	-.04
26. Aggressive behavior	.15**	.07	-.10	-.13*	-.09	-.10	.03	.02	.02	.04	.05	.15**	.05	.05
27. Destructive Behavior	.19***	-.01	-.16**	-.19***	-.15**	.09	.12	.07	-.03	.00	.06	.10	-.01	-.10
28. Social Expressiveness	-.11	-.07	.09	.06	.12*	.05	-.11*	.01	.00	.03	.05	-.07	-.04	-.04
29. Compliance	-.18***	-.12*	.14*	.15**	.17***	.07	-.10	-.06	.04	-.01	-.02	-.10	-.01	-.01

Table continues

Table A4. (*continued*)

	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Controls														
1. African American														
2. Hispanic														
3. Mother's age														
4. Mother's education														
5. Income-to-needs ratio														
6. Prop. time partnered														
7. # of children														
8. Child=boy														
9. Child=firstborn														
Attitudes Toward Employment														
10. Beliefs a/ employment														
11. Ideal Status=FT home														
Psychological Well-Being														
12. Depression														
13. Parenting stress														
14. Social support														
Maternal Sensitivity														
15. Supportive presence														
16. Respect for autonomy	.71***													
17. Hostility	-.58***	-.56***												
Socioemotional Outcomes (Mom Rate)														
18. Withdrawal	-.19***	-.16***	.18***											
19. Anxiety/Depression	-.17***	-.13***	.14***	.66***										
20. Aggressive behavior	-.17***	-.13***	.18***	.71***	.59***									
21. Destructive Behavior	-.25***	-.24***	.27***	.53***	.42***	.64***								
22. Social Expressiveness	.17***	.12**	-.12**	-.40***	-.30***	-.23***	-.17***							
23. Compliance	.22***	.20***	-.23***	-.40***	-.25***	-.49***	-.42***	.51***						
Socioemotional Outcomes (CG Rate)														
24. Withdrawal	-.16**	-.14**	.13*	.14**	.09	.15**	.18***	-.20***	-.21***					
25. Anxiety/Depression	-.10	-.07	.09	.08	.17**	.06	.04	-.17**	-.12*	.59***				
26. Aggressive behavior	-.21***	-.18***	.15**	.17**	.08	.17**	.22***	-.03	-.15**	.63***	.51***			
27. Destructive Behavior	-.22***	-.22***	.20***	.15**	.06	.12*	.30***	-.06	-.22***	.59***	.45***	.72***		
28. Social Expressiveness	.16**	.10	-.10	-.13*	-.13*	-.17**	-.17**	.29***	.21***	-.53***	-.30***	-.15**	-.26***	
29. Compliance	.27***	.22***	-.22***	-.13**	-.07	-.15**	-.27***	.14**	.28***	-.52***	-.25***	-.62***	-.59***	.51***

Note. N = 340 to 651 depending on missing data.
* p <.05. ** p < .01. *** p < .001

Table A5. Correlation Matrices for Study Variables at First Grade for the Full Sample

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Controls														
1. African American														
2. Hispanic	-.09**													
3. Mother's age	-.27***	-.10***												
4. Mother's education	-.20***	-.12***	.52***											
5. Income-to-needs ratio	-.25***	-.09**	.45***	.56***										
6. Prop. time partnered	-.41***	-.05	.35***	.31***	.35***									
7. # of children	.08**	.06	-.03	-.09**	-.18***	.08**								
8. Child=boy	.01	.02	-.06	-.03	-.04	.00	-.02							
9. Child=firstborn	.00	-.05	-.24***	.03	.14***	-.08*	-.42***	.03						
Attitudes Toward Employment														
10. Beliefs a/ employment	.08*	.02	.07*	.09**	.20***	-.05	-.16***	-.03	.06*					
11. Ideal Status=FT home	-.12***	-.04	.02	-.04	-.06	.12***	.15***	.00	-.06	-.30***				
Psychological Well-Being														
12. Depression	.14***	.02	-.16***	-.24***	-.20***	-.17***	.04	-.01	-.01	-.03	-.07*			
13. Anger	.04	-.01	-.10**	-.14***	-.13***	-.04	.08**	-.04	.02	.00	-.05	.61***		
14. Anxiety	.10**	.01	-.11***	-.16***	-.17***	-.08*	.05	-.01	.00	-.07*	-.07*	.75***	.61***	
Maternal Sensitivity														
15. Supportive presence	-.38***	-.05	.34***	.39***	.31***	.32***	-.08*	.08*	-.06	.02	.06	-.10***	-.05	-.05
16. Respect for autonomy	-.37***	-.04	.26***	.35***	.24***	.26***	-.06*	.00	-.01	-.02	.08*	-.15***	-.06	-.11***
17. Hostility	.24***	-.02	-.19***	-.22***	-.17***	-.19***	.02	-.07*	.01	.00	-.09**	.10**	.07*	.07*
Socioemotional Outcomes (Mom Rate)														
18. Aggressive behavior	.09**	.02	-.19***	-.20***	-.17***	-.14***	.03	-.02	-.04	.01	-.04	.32***	.39***	.29***
19. Attention problem	.07*	.03	-.15***	-.16***	-.16***	-.15***	-.01	.00	.02	.01	-.02	.26***	.29***	.24***
20. Delinquent behavior	.06*	-.02	-.16***	-.14***	-.14***	-.11***	.03	-.04	.04	.00	-.03	.28***	.31***	.28***
21. Responsibility	-.13***	-.05	.11***	.20***	.17***	.11***	-.12***	-.05	.14***	.06	.03	-.13***	-.14***	-.16***
22. Self assertion	-.19***	-.05	.13***	.16***	.15***	.16***	-.08*	-.01	.06	.09**	.03	-.18***	-.13***	-.22***
23. Cooperation	-.08*	.01	.07*	.12***	.12***	.08*	.00	-.07*	.03	.06	.04	-.18***	-.19***	-.20***
24. Self control	-.11***	-.07*	.17***	.24***	.19***	.13***	-.08*	-.04	.07*	.02	.04	-.22***	.24***	-.25***
Socioemotional Outcomes (TCH Rate)														
25. Aggressive behavior	.20***	-.01	-.15***	-.14***	-.10***	-.19***	-.02	.00	.06	.11***	-.04	.09**	.09**	.05
26. Attention problem	.20***	.00	-.16***	-.23***	-.22***	-.19***	.09**	-.01	-.02	.02	-.01	.15***	.16***	.11***
27. Delinquent behavior	.24***	.00	-.20***	-.22***	-.20***	-.24***	.04	.01	.07*	.02	-.05	.19***	.18***	.14***
28. Self assertion	-.13***	-.03	.12***	.20***	.11***	.15***	-.08*	-.08*	-.01	.04	.03	-.09**	-.08*	-.07*
29. Cooperation	-.19***	-.02	.21***	.26***	.20***	.23***	-.03	-.21***	-.02	-.02	.03	-.12***	-.11***	-.07*
30. Self control	-.20***	-.02	.13***	.17***	.10**	.23***	.04	-.13***	-.08*	-.07*	.05	-.12***	-.09**	-.07*

Table continues

Table A5. (*continued*)

	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Controls															
1. African American															
2. Hispanic															
3. Mother's age															
4. Mother's education															
5. Income-to-needs ratio															
6. Prop. time partnered															
7. # of children															
8. Child=boy															
9. Child=firstborn															
Attitudes Toward Employment															
10. Beliefs a/ employment															
11. Ideal Status=FT home															
Psychological Well-Being															
12. Depression															
13. Anger															
14. Anxiety															
Maternal Sensitivity															
15. Supportive presence															
16. Respect for autonomy	.70***														
17. Hostility	-.57***	-.60***													
Socioemotional Outcomes (Mom Rate)															
18. Aggressive behavior	-.13***	-.17***	.08*												
19. Attention problem	-.09**	-.13***	.05	.61***											
20. Delinquent behavior	-.10**	-.16***	.09**	.62***	.46***										
21. Responsibility	.16***	.19***	-.07*	-.23***	-.26***	-.23***									
22. Self assertion	.18***	.19***	-.06*	-.18***	-.25***	-.17***	.59***								
23. Cooperation	.13***	.18***	-.08**	-.32***	-.31***	-.26***	.48***	.40***							
24. Self control	.17***	.22**	-.09**	-.49***	-.34***	-.39***	.55***	.42***	.49***						
Socioemotional Outcomes (TCH Rate)															
25. Aggressive behavior	-.13***	-.15***	.15***	.27***	.27***	.23***	-.16***	-.12***	-.13***	-.27***					
26. Attention problem	-.14***	-.15***	.07*	.18***	.39***	.16***	-.22***	-.20***	-.21***	-.23***	.55***				
27. Delinquent behavior	-.15***	-.14***	.13***	.26***	.28***	.27***	-.14***	-.13***	-.10**	-.22***	.66***	.56***			
28. Self assertion	.13***	.10**	-.02	-.07*	-.19***	.24***	.24***	.29***	.15***	.16***	-.19***	-.44***	-.31***		
29. Cooperation	.13***	.17***	-.07*	-.17***	-.33***	-.16***	.18***	.16***	.21***	.24***	-.54***	-.76***	-.50***	.49***	
30. Self control	.13***	.12***	-.08*	-.23***	-.26***	-.22***	.14***	.15***	.15***	.25***	-.68***	-.45***	-.52***	.51***	.62***

Note. $N = 963$ to 1034 depending on missing data.

* $p < .05$. ** $p < .01$. *** $p < .001$

Table A6. Correlation Matrices for Study Variables at First Grade for the Extensively Employed Group

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Controls														
1. African American														
2. Hispanic	-.10													
3. Mother's age	-.16*	-.12												
4. Mother's education	-.10	-.12	.51***											
5. Income-to-needs ratio	-.17*	-.13	.52***	.60***										
6. Prop. time partnered	-.33***	.05	.23**	.08	.29***									
7. # of children	.06	.21**	.00	-.11	-.23***	.19*								
8. Child=boy	.05	-.03	.08	.01	-.04	-.08	-.03							
9. Child=firstborn	.02	-.15*	-.21**	.08	.19*	-.13	-.52***	.01						
Attitudes Toward Employment														
10. Beliefs a/ employment	.14	-.04	.15*	.20**	.21**	.00	-.06	-.06	.01					
11. Ideal Status=FT home	.02	-.07	-.11	-.22**	-.21**	-.01	.01	.03	.05	-.09				
Psychological Well-Being														
12. Depression	.05	.00	-.02	-.06	-.08	-.03	.09	.03	-.02	-.18*	.02			
13. Anger	.05	.00	-.07	-.02	-.14	-.08	.09	.02	-.02	-.08	-.03	.67***		
14. Anxiety	-.01	.04	.01	.04	-.04	-.01	.12	-.01	-.09	-.18*	-.03	.78***	.62***	
Maternal Sensitivity														
15. Supportive presence	-.38***	.01	.31***	.30***	.18*	.14	-.03	.15*	-.14	.14	-.12	-.07	.07	.10
16. Respect for autonomy	-.42***	-.02	.18*	.25***	.18*	.06	-.09	.06	-.03	.02	-.07	-.09	-.04	-.06
17. Hostility	.35***	-.03	-.15	-.08	-.10	-.11	-.01	-.14	.06	.03	-.02	.01	-.06	-.02
Socioemotional Outcomes (Mom Rate)														
18. Aggressive behavior	.05	-.02	-.18*	-.11	-.24***	-.12	.10	.06	-.11	-.19*	-.03	.21**	.31***	.16*
19. Attention problem	-.10	-.12	-.03	-.02	-.17*	-.13	-.11	.11	.05	-.06	.10	.16*	.20**	.11
20. Delinquent behavior	-.01	-.04	-.18*	-.07	-.18*	-.15*	.06	.02	.09	-.19*	.13	.27***	.34***	.21**
21. Responsibility	-.11	-.10	.12	.18*	.16*	-.04	-.17*	-.14	.21**	.15	-.07	-.14	-.10	-.15*
22. Self assertion	-.17*	.00	.12	.04	.09	.11	-.08	-.04	.10	.14	-.09	-.22**	-.15	-.26***
23. Cooperation	.02	.08	.13	.11	.19*	.04	.02	-.17*	.06	.25***	-.13	-.12	-.06	-.13
24. Self control	-.13	-.09	.17	.15	.22**	.08	-.17*	-.11	.17*	.22**	.02	-.25***	-.27***	-.21**
Socioemotional Outcomes (TCH Rate)														
25. Aggressive behavior	.08	-.09	-.06	-.10	-.15	-.11	-.11	.10	.09	-.01	.13	.05	.09	.06
26. Attention problem	.00	-.12	-.02	-.14	-.22**	-.13	-.09	.02	.07	-.07	.27***	.11	.10	.11
27. Delinquent behavior	.20**	.04	-.14	-.16*	-.23**	-.16*	-.03	.00	.10	-.06	.08	.07	.03	.06
28. Self assertion	-.05	-.08	.03	.12	.03	.10	.00	-.03	-.11	-.07	-.08	-.13	-.11	-.18*
29. Cooperation	-.05	.07	.14	.21**	.23**	.24**	.13	-.24**	-.17*	.15	-.19*	-.06	-.07	-.05
30. Self control	-.07	-.02	.10	.13	.13	.21**	.15	-.20*	-.18*	.04	-.12	-.11	-.08	-.09

Table continues

Table A6. (*continued*)

	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Controls															
1. African American															
2. Hispanic															
3. Mother's age															
4. Mother's education															
5. Income-to-needs ratio															
6. Prop. time partnered															
7. # of children															
8. Child=boy															
9. Child=firstborn															
Attitudes Toward Employment															
10. Beliefs a/ employment															
11. Ideal Status=FT home															
Psychological Well-Being															
12. Depression															
13. Anger															
14. Anxiety															
Maternal Sensitivity															
15. Supportive presence															
16. Respect for autonomy	.66***														
17. Hostility	-.54***	-.53***													
Socioemotional Outcomes (Mom Rate)															
18. Aggressive behavior	-.08	-.03	-.01												
19. Attention problem	.03	.08	-.08	.45***											
20. Delinquent behavior	-.09	-.06	.06	.48***	.34***										
21. Responsibility	.14	.22**	-.08	-.21**	-.20**	-.15*									
22. Self assertion	.17*	.21**	-.12	-.04	-.09	-.06	.55**								
23. Cooperation	.10	.09	.05	-.33***	-.32***	-.20**	.45***	.33***							
24. Self control	.12	.23**	-.16*	-.53***	-.23**	-.34***	.52***	.32***	.47***						
Socioemotional Outcomes (TCH Rate)															
25. Aggressive behavior	-.09	-.17*	.24**	.24**	.25***	.32***	-.12	-.04	-.16*	-.37***					
26. Attention problem	-.06	-.12	.19*	.19*	.48***	.31***	-.07	-.06	-.28***	-.24**	.62***				
27. Delinquent behavior	-.19*	-.22**	.22**	.22**	.14	.30***	.00	.02	-.08	-.28***	.70***	.57***			
28. Self assertion	.25**	.18	-.12	-.12	-.14	-.12	.07	.20**	.15	.14	-.16*	-.36***	-.27***		
29. Cooperation	.07	.10	-.15*	-.15*	-.34***	-.19*	.10	.08	.38***	.29***	-.61***	-.69***	-.46***	.40***	
30. Self control	.12	.09	-.25***	-.25***	-.24**	-.26***	.07	.06	.29***	.36***	-.71***	-.44***	-.54***	.46***	.69***

Note. N = 167 to 183 depending on missing data.

* p <.05. ** p < .01. *** p < .001

Table A7. Correlation Matrices for Study Variables at First Grade for the Not Employed Group

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Controls														
1. African American														
2. Hispanic	-.04													
3. Mother's age	-.23**	-.16												
4. Mother's education	-.27***	-.06	.41***											
5. Income-to-needs ratio	-.22**	.00	.28***	.50***										
6. Prop. time partnered	-.42***	-.10	.44***	.47***	.35***									
7. # of children	.23**	-.10	-.09	-.16	-.14	.05								
8. Child=boy	-.04	.15	-.05	.03	-.03	-.03	-.07							
9. Child=firstborn	-.03	.10	-.21*	.12	.17*	-.05	-.42***	.12						
Attitudes Toward Employment														
10. Beliefs a/ employment	.11	.04	-.03	.02	.07	-.11	-.02	.04	.13					
11. Ideal Status=FT home	-.29***	.02	.09	.25**	.21*	.20*	.08	.01	-.05	-.23**				
Psychological Well-Being														
12. Depression	.29***	-.12	-.04	-.25**	-.14	-.33***	.00	-.04	.07	.07	-.31***			
13. Anger	.16	-.04	-.06	-.12	-.06	-.06	.00	-.09	.08	.00	-.15	.51***		
14. Anxiety	.22*	-.06	-.01	-.26**	-.19*	-.23**	.10	-.09	.03	.04	-.23**	.71***	.54***	
Maternal Sensitivity														
15. Supportive presence	-.34***	-.11	.23**	.46***	.32***	.50***	-.15	.16	.00	-.13	.18*	-.23**	-.05	-.20*
16. Respect for autonomy	-.14	-.11	.10	.37***	.12	.27**	-.09	.10	.02	-.10	.10	-.14	.01	-.18*
17. Hostility	.02	-.01	-.01	-.16	-.11	-.23**	-.15	.01	.06	.10	-.13	.09	-.05	-.01
Socioemotional Outcomes (Mom Rate)														
18. Aggressive behavior	.21*	-.08	-.06	-.16	-.17	-.20*	.08	.02	-.02	-.02	-.17*	.33***	.25**	.38***
19. Attention problem	.21*	-.09	-.07	-.15	-.21*	-.20*	.13	-.09	-.04	-.06	-.05	.19*	.17*	.23**
20. Delinquent behavior	.10	-.07	-.13	-.17*	-.16	-.07	.14	-.10	-.02	.00	-.12	.17*	.07	.28***
21. Responsibility	-.27**	.08	-.02	.13	.12	.17*	-.08	-.06	.13	.08	.13	-.07	.04	-.14
22. Self assertion	-.26**	.05	.01	.20*	.16	.21*	-.11	.03	.05	.08	.15	-.22**	.01	-.29***
23. Cooperation	-.21*	-.04	-.01	.24**	.03	.17*	-.03	-.10	.03	.02	.16	-.25**	-.08	-.27**
24. Self control	-.17	.00	.00	.26**	.19*	.13	-.09	-.07	.05	.00	.17*	-.12	-.09	-.26**
Socioemotional Outcomes (TCH Rate)														
25. Aggressive behavior	-.07	.17	-.07	-.07	.03	.01	-.08	.14	.11	.07	-.11	-.12	-.13	-.17
26. Attention problem	.31***	.11	-.27**	-.27**	-.21*	-.28***	.15	.12	--.09	-.05	-.20*	.20*	.13	.23*
27. Delinquent behavior	.25**	.03	-.14	-.14	-.21*	-.14	-.01	.06	.05	-.09	-.21*	.17*	.10	.11
28. Self assertion	-.27**	.08	.29***	.29***	.12	.20*	-.11	-.13	.12	-.05	.22*	-.21*	-.06	-.15
29. Cooperation	-.23**	-.06	.26**	.26**	.15	.24**	-.07	-.28***	.04	-.01	.15	-.18*	-.11	-.22*
30. Self control	-.09	-.04	.08	.08	.05	.08	.00	-.20*	.03	-.12	.14	-.09	-.04	-.04

Table continues

Table A7. *(continued)*

	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Controls															
1. African American															
2. Hispanic															
3. Mother's age															
4. Mother's education															
5. Income-to-needs ratio															
6. Prop. time partnered															
7. # of children															
8. Child=boy															
9. Child=firstborn															
Attitudes Toward Employment															
10. Beliefs a/ employment															
11. Ideal Status=FT home															
Psychological Well-Being															
12. Depression															
13. Anger															
14. Anxiety															
Maternal Sensitivity															
15. Supportive presence															
16. Respect for autonomy	.65***														
17. Hostility	-.47***	-.51***													
Socioemotional Outcomes (Mom Rate)															
18. Aggressive behavior	-.19*	-.22**	.08												
19. Attention problem	-.15	-.26**	.04	.71***											
20. Delinquent behavior	-.17*	-.29***	.09	.69***	.53***										
21. Responsibility	.10	.14	-.04	-.23**	-.22**	-.37***									
22. Self assertion	.19*	.17*	.00	-.26**	-.35***	-.27***	.57***								
23. Cooperation	.18*	.26**	-.07	-.39***	-.33***	-.33***	.57***	.51***							
24. Self control	.19*	.25**	.01	-.44***	-.38***	-.38***	.54***	.47***	.62***						
Socioemotional Outcomes (TCH Rate)															
25. Aggressive behavior	-.06	-.21*	.25**	.06	.27**	.12	-.08	-.03	-.19*	-.21*					
26. Attention problem	-.27**	-.32***	.11	.35***	.53***	.26**	-.31***	-.31***	-.40***	-.37***	.60***				
27. Delinquent behavior	-.11	-.16	.18*	.33***	.44***	.30***	-.20*	-.22*	-.18*	-.26**	.47***	.55***			
28. Self assertion	.16	.24**	-.10	-.29***	-.27**	-.32***	.30***	.38***	.43***	.30***	-.29***	-.46***	-.42***		
29. Cooperation	.23	.30***	-.15	-.33***	-.47***	-.25**	.23**	.25**	.43***	.37***	-.56***	-.56***	-.49***	.50***	
30. Self control	.08	.13	-.12	-.18*	-.28**	-.20*	.22*	.20*	.31***	.27**	-.56***	-.56***	-.42***	.58***	.54***

Note. N = 132 to 145 depending on missing data.

* p <.05. ** p < .01. *** p < .001

Table A8. Correlation Matrices for Study Variables at First Grade for the Middle Group

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Controls														
1. African American														
2. Hispanic	-.09*													
3. Mother's age	-.30***	-.09*												
4. Mother's education	-.21***	-.13***	.53***											
5. Income-to-needs ratio	-.28***	-.10*	.47***	.57***										
6. Prop. time partnered	-.43***	-.07	.37***	.35***	.37***									
7. # of children	.07	.07	-.02	-.08*	-.18***	.05								
8. Child=boy	.01	.02	-.09*	-.05	-.05	.03	-.01							
9. Child=firstborn	-.01	-.04	-.24***	.02	.14***	-.06	-.41***	.02						
Attitudes Toward Employment														
10. Beliefs a/ employment	.06	-.01	.07	.09*	.23***	-.03	-.11**	-.04	.05					
11. Ideal Status=FT home	-.10**	-.01	.00	--.09*	-.13***	.10**	.12***	.00	-.05	-.25**				
Psychological Well-Being														
12. Depression	.13***	.05	-.20***	-.27***	-.24***	-.17***	.03	-.02	-.02	-.01	-.04			
13. Anger	.02	.00	-.10*	-.16***	-.13***	-.02	.09*	-.05	.01	.02	-.04	.62***		
14. Anxiety	.10**	.01	-.15***	-.18***	-.20***	-.07	.02	.00	.01	-.06	-.04	.76***	.63***	
Maternal Sensitivity														
15. Supportive presence	-.39***	-.06	.36***	.39***	.34***	.33***	-.08*	.05	-.04	.02	.05	-.08*	-.06	-.05
16. Respect for autonomy	-.38***	-.03	.29***	.36***	.28***	.31***	-.07	-.03	.01	.00	.08*	-.16***	-.08	-.11**
17. Hostility	.25***	-.01	-.22***	-.25***	-.20***	-.20***	.06	-.07	-.02	-.02	-.09*	.11**	.10**	.10**
Socioemotional Outcomes (Mom Rate)														
18. Aggressive behavior	.07	.03	-.22***	-.22***	-.16***	-.13***	.01	-.05	-.04	.03	.01	.34***	.42***	.31***
19. Attention problem	.08*	.08*	-.17**	-.18***	-.14***	-.14***	-.02	-.01	.01	.03	-.02	.29***	.32***	.26***
20. Delinquent behavior	.07	-.01	-.16***	-.14***	-.13***	-.11**	.01	-.05	.03	.01	-.02	.30***	.35***	.29***
21. Responsibility	-.11**	-.05	.12**	.21***	.18***	.14***	-.12**	-.03	.13***	.04	.02	-.14***	-.18***	-.16***
22. Self assertion	-.18***	-.08*	.14***	.18***	.15***	.17***	-.06	-.01	.06	.08*	.02	-.17***	-.15***	-.19***
23. Cooperation	-.07	-.02	.06	.09*	.12**	.07	.00	-.04	.03	.03	.03	-.18***	-.24***	-.20***
24. Self control	-.10*	-.07	.19***	.25***	.18***	.14***	-.06	-.02	.05	-.01	.01	-.24***	-.25***	-.25***
Socioemotional Outcomes (TCH Rate)														
25. Aggressive behavior	.26***	-.02	-.18***	-.16***	-.13***	-.23***	.05	-.04	.04	.08*	-.02	.14***	.13***	.09*
26. Attention problem	.23***	.02	-.18***	-.25***	-.22***	-.19***	.13***	-.05	-.03	.03	-.01	.15***	.18***	.09*
27. Delinquent behavior	.24***	-.02	-.23***	-.24***	-.19***	-.27***	.09*	.01	.05	.02	-.02	.22***	.21***	.17***
28. Self assertion	-.13***	-.04	.15***	.21***	.14***	.15***	-.09*	-.09*	-.02	.06	.02	-.06	-.08*	-.03
29. Cooperation	-.21***	-.03	.24***	.28***	.21***	.22***	-.07	-.19***	.01	-.03	.03	-.13***	-.12**	-.05
30. Self control	-.25***	-.01	.18***	.21***	.13***	.25***	-.01	-.11**	-.08*	-.04	.05	-.15***	-.11**	-.08

Table continues

Table A8. (*continued*)

	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Controls															
1. African American															
2. Hispanic															
3. Mother's age															
4. Mother's education															
5. Income-to-needs ratio															
6. Prop. time partnered															
7. # of children															
8. Child=boy															
9. Child=firstborn															
Attitudes Toward Employment															
10. Beliefs a/ employment															
11. Ideal Status=FT home															
Psychological Well-Being															
12. Depression															
13. Anger															
14. Anxiety															
Maternal Sensitivity															
15. Supportive presence															
16. Respect for autonomy	.72***														
17. Hostility	-.58***	-.63***													
Socioemotional Outcomes (Mom Rate)															
18. Aggressive behavior	-.13***	-.19***	.10*												
19. Attention problem	-.09*	-.14***	.06	.62***											
20. Delinquent behavior	-.08*	-.15***	.10*	.64***	.47***										
21. Responsibility	.17***	.18***	-.07	-.23***	-.28***	-.21***									
22. Self assertion	.18***	.19***	-.06	-.20***	-.26***	-.17***	.61***								
23. Cooperation	.13***	.18***	-.09*	-.31***	-.31***	-.26***	.46***	.39***							
24. Self control	.18***	.22***	-.10**	-.50***	-.36***	-.40***	.56***	.43***	.47***						
Socioemotional Outcomes (TCH Rate)															
25. Aggressive behavior	-.14***	-.13***	.15***	.30***	.28***	.22***	-.19***	-.16***	-.11**	-.26***					
26. Attention problem	-.13***	-.12**	.07	.15***	.35***	.12**	-.23***	-.20***	-.16***	-.20***	.53***				
27. Delinquent behavior	-.14***	-.12**	.11**	.26***	.29***	.25***	-.16***	-.14***	-.08*	-.21***	.67***	.56***			
28. Self assertion	.11**	.06	.00	-.03	-.19***	-.06	.27***	.29***	.09*	.14***	-.20***	-.45***	-.31***		
29. Cooperation	.13***	.16***	-.08*	-.14***	-.31***	-.14***	.20***	.16***	.12**	.20***	-.52***	-.77***	-.52***	.51***	
30. Self control	.14***	.13***	-.08*	-.23***	-.27***	-.22***	.15***	.18***	.08	.22***	-.69***	-.46***	-.53***	.52***	.62***

Note. N = 664 to 706 depending on missing data.

* p <.05. ** p < .01. *** p < .001

APPENDIX B

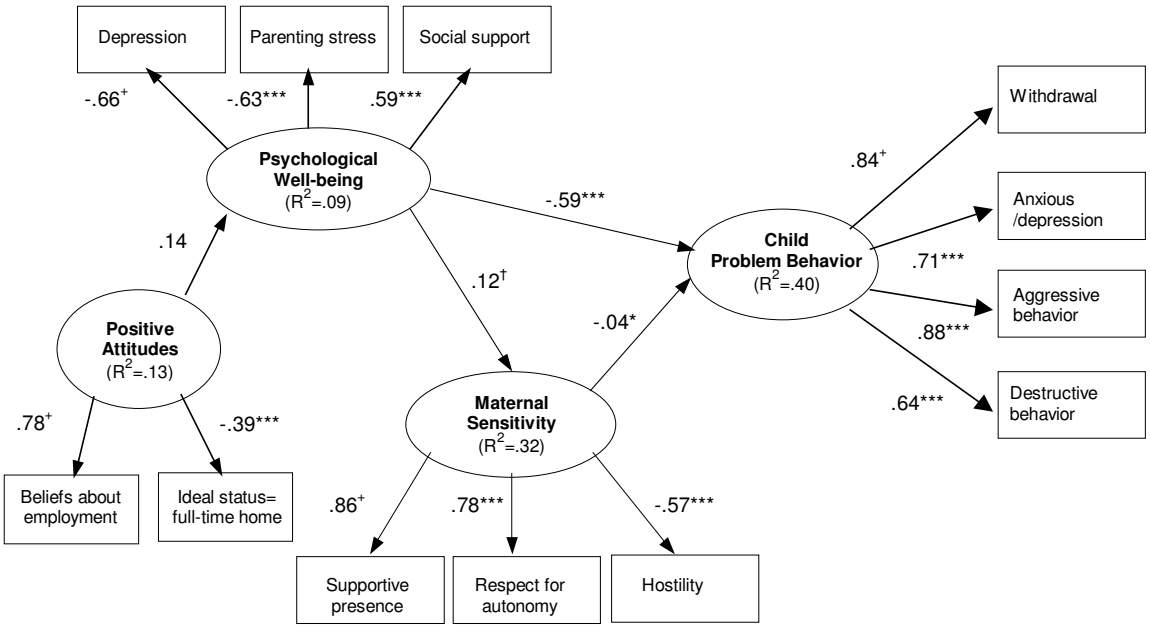

Figure B1. Mother-reported children's problem behavior at 36 months in 12-month middle group. Model fit statistics: χ^2: (122, *N*=393)=217.56, *p*<.001; CFI=.994; RMSEA=.044; χ^2/df= 1.77. † *p*<.10. **p*<.05.****p*<.001. +variables used to set the scale for the latent.

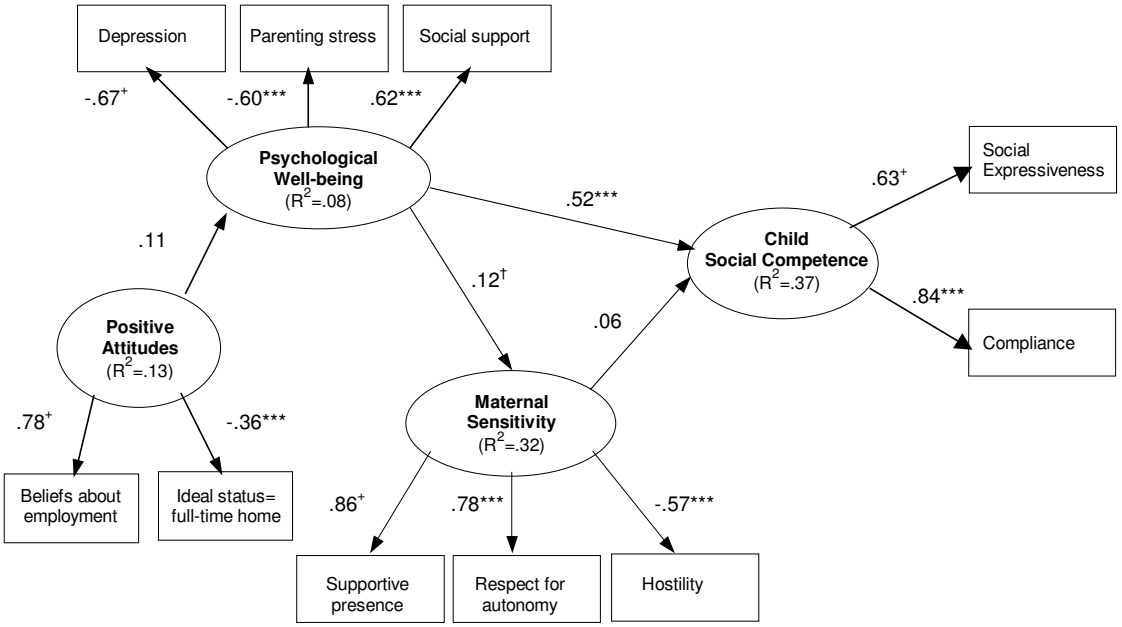

Figure B2. Mother-reported children's social competence at 36 months in 12-month middle group. Model fit statistics: χ^2: (85, *N*=393)=112.20, *p*<.01; CFI=.998; RMSEA=.033; χ^2/df=1.42. † *p*<.10. ***p*<.01. ****p*<.001. +variables used to set the scale for the latent.

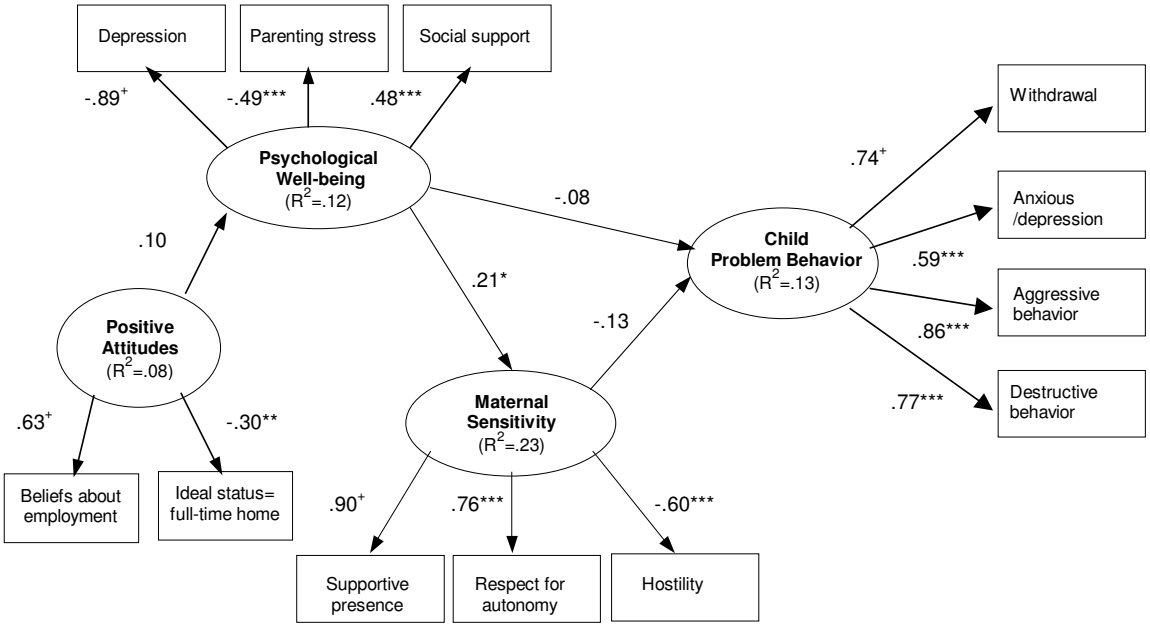

Figure B3. Caregiver-reported children's problem behavior at 36 months in 12-month middle group. Model fit statistics: χ^2: (122, *N*=212)=150.90, *p*<.05; CFI=.996; RMSEA=.035; χ^2/df=1.37.
*p<.05. **p<.01.***p<.001. +variables used to set the scale for the latent.

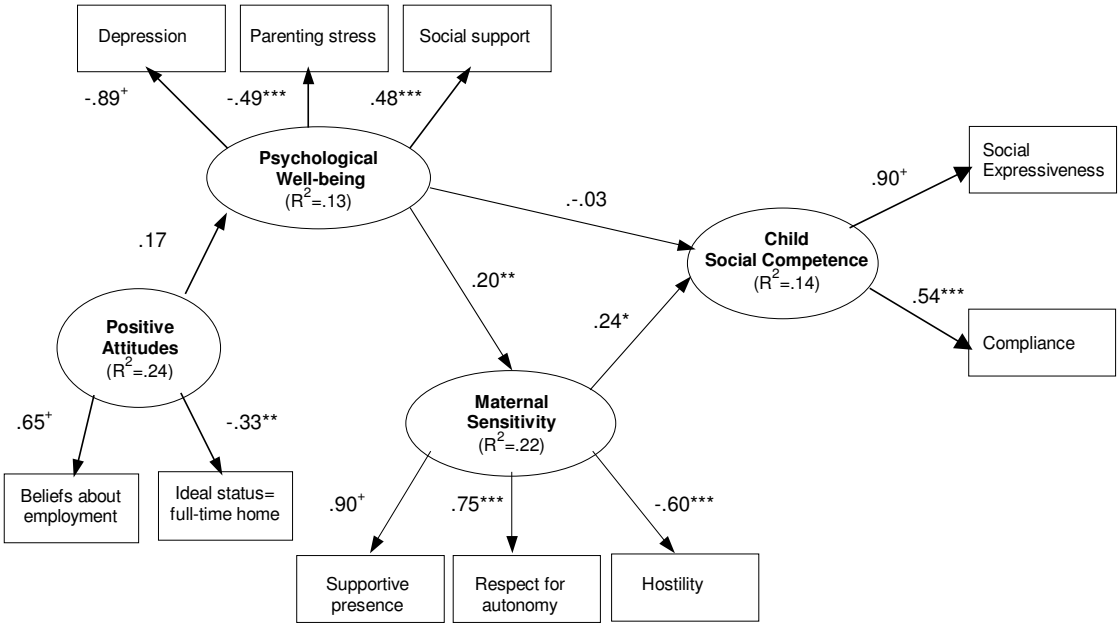

Figure B4. Caregiver-reported children's social competence at 36 months in 12-month middle group. Model fit statistics: χ^2: (85, *N*=212)=98.66, *ns*; CFI=.994; RMSEA=.057; χ^2/df=1.16. **p<.001. ***p<.001. +variables used to set the scale for the latent.

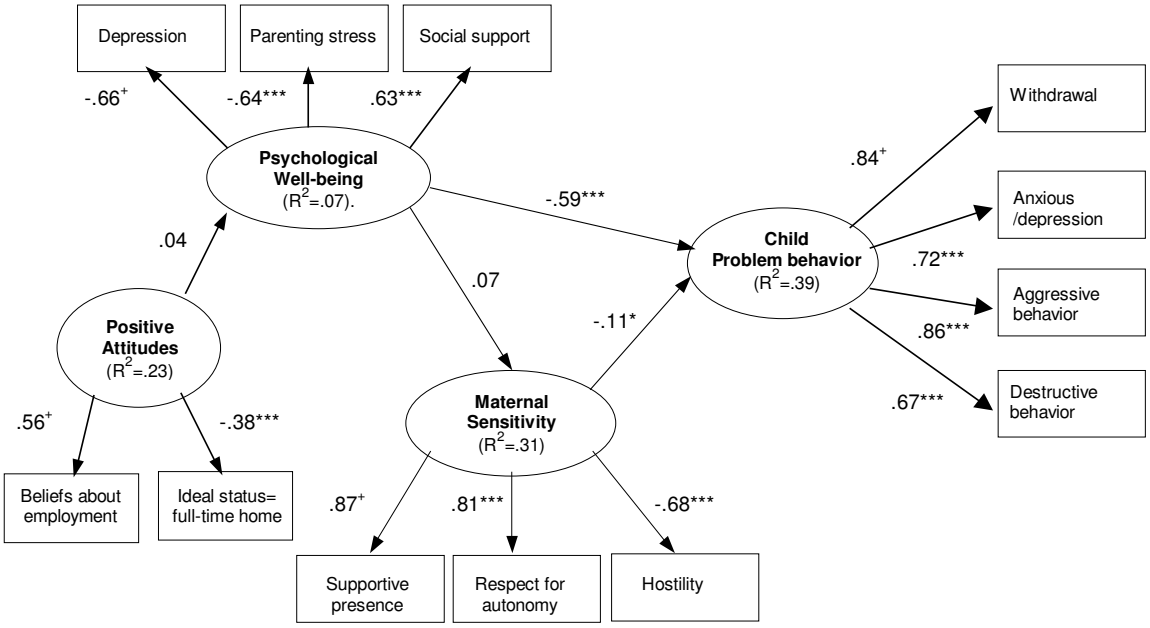

Figure B5. Mother-reported children's problem behavior at 36 months in 36-month middle group. Model fit statistics: χ^2: (122, *N*=651)=292.90, *p*<.001; CFI=.993; RMSEA=.046; χ^2/df=2.40. *p<.05.***p<.001. +variables used to set the scale for the latent.

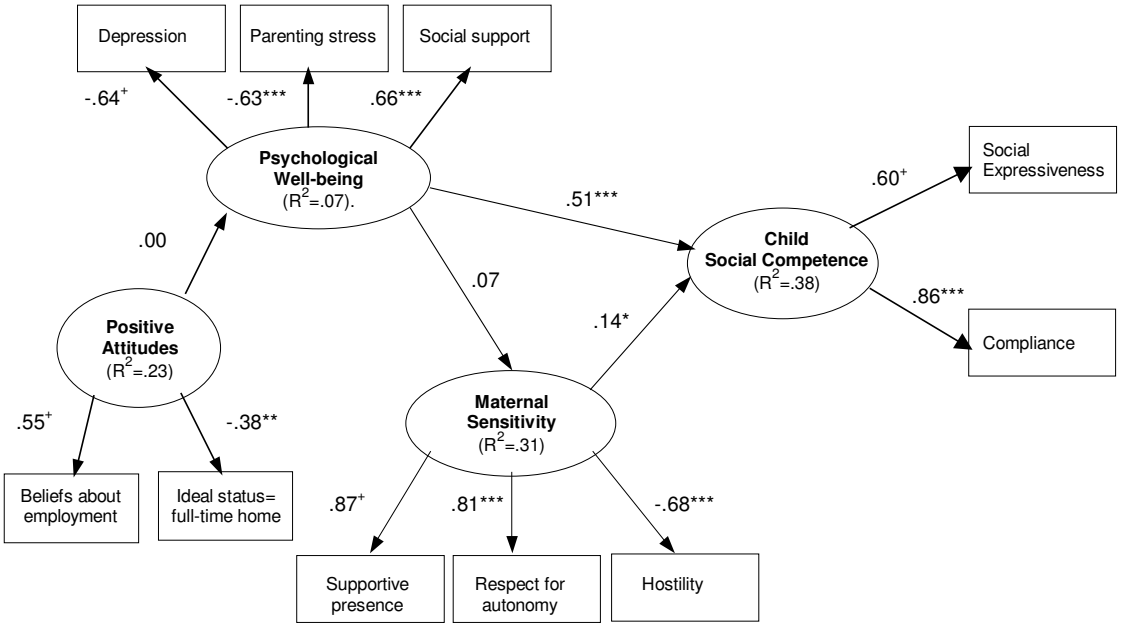

Figure B6. Mother-reported children's social competence at 36 months in 36-month middle group. Model fit statistics: χ^2: (85, *N*=651)=142.83, *p*<.001; CFI=.998; RMSEA=.032; χ^2/df=1.68. *p<.05. **p<.01. ***p<.001. +variables used to set the scale for the latent.

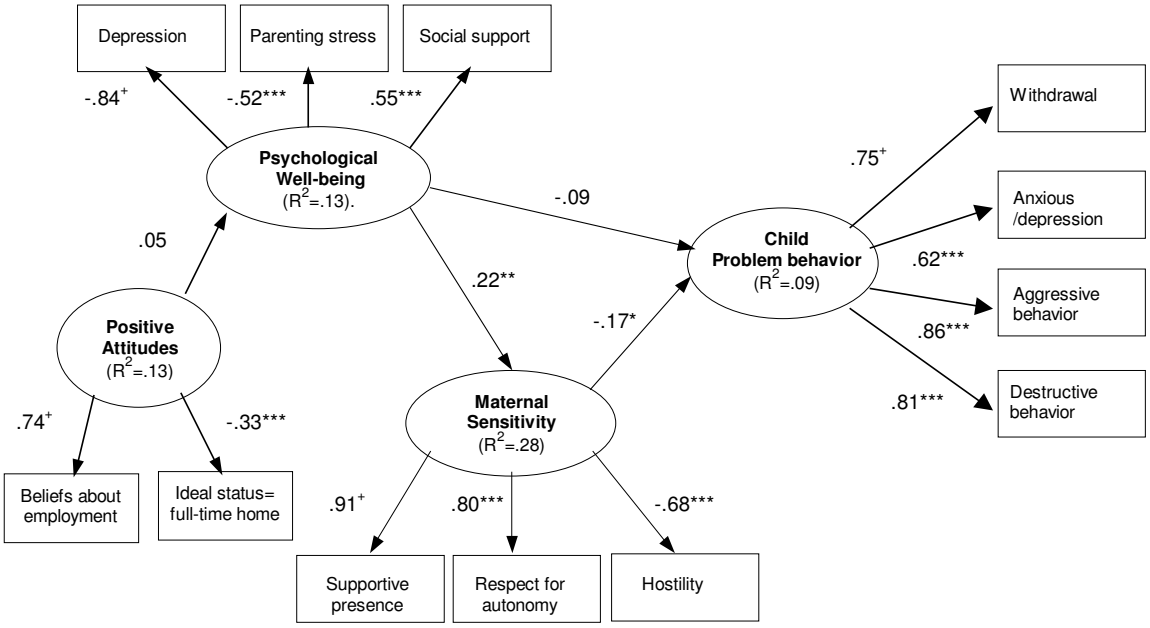

Figure B7. Caregiver-reported children's problem behavior at 36 months in 36-month middle group. Model fit statistics: χ^2: (122, *N*=340)=159.82, *p*<.05; CFI=.997; RMSEA=.030; χ^2/df=1.31.
p*<.05. ***p*<.01.**p*<.001. +variables used to set the scale for the latent.

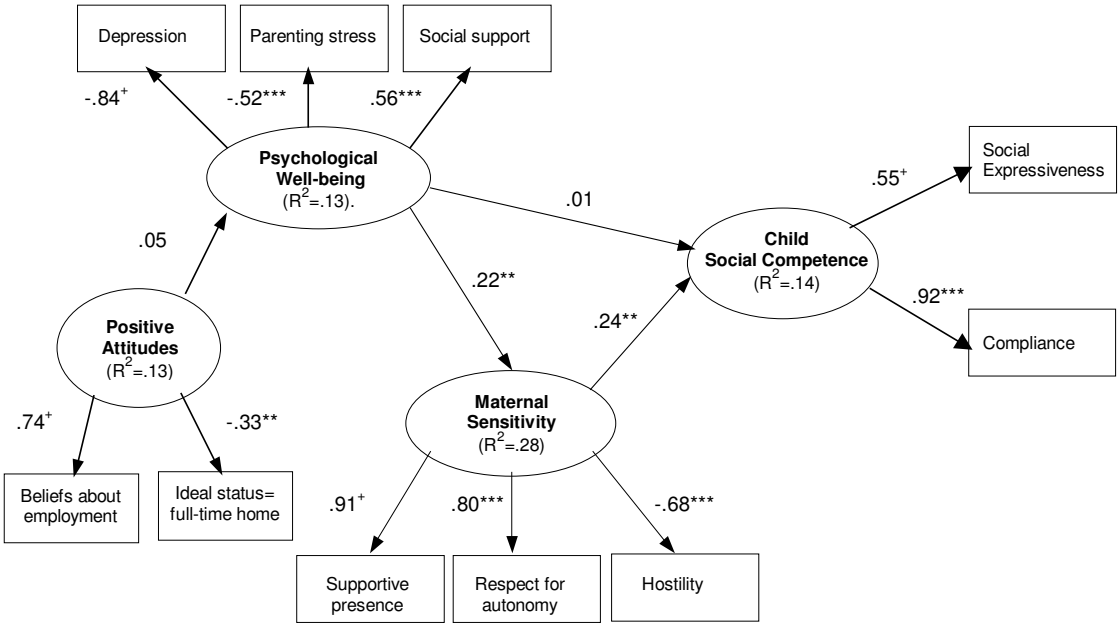

Figure B8. Caregiver-reported children's social competence at 36 months in 36-month middle group. Model fit statistics: χ^2: (85, *N*=340)=90.95, *ns*; CFI=.996; RMSEA=.028; χ^2/df=1.07. **p<.001. ****p*<.001. +variables used to set the scale for the latent.

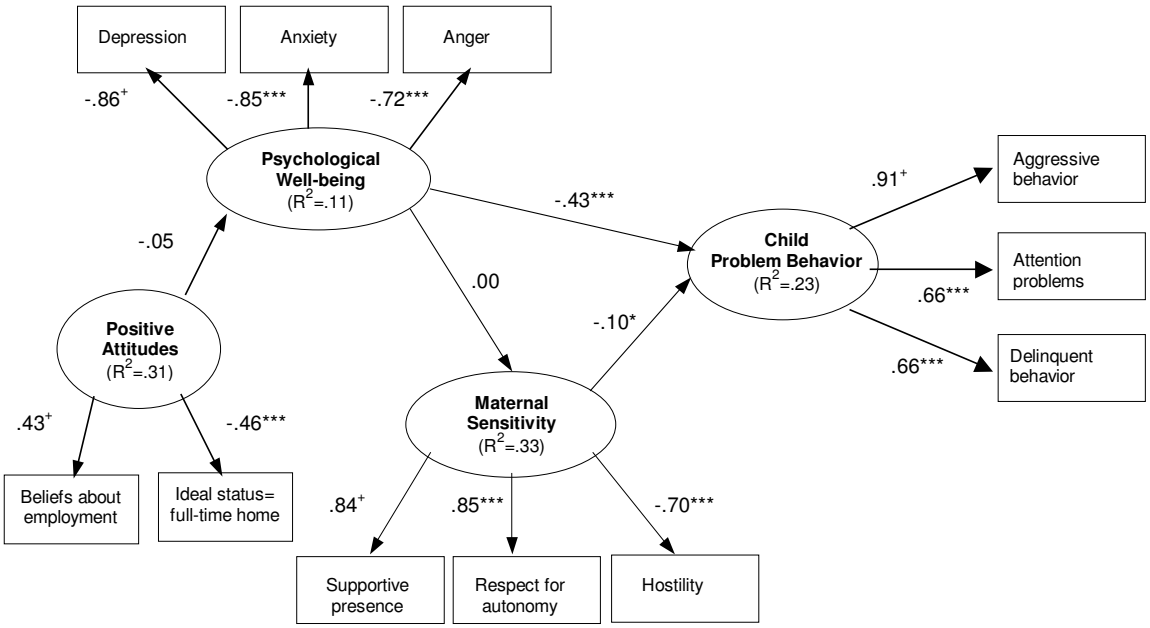

Figure B9. Mother-reported children's problem behavior at first grade in 36-month middle group. Model fit statistics: χ^2: (103, *N*=558)=193.85, *p*<.001; CFI=.996; RMSEA=.040; χ^2/df=1.88 **p*<.05. ****p*<.001. +variables used to set the scale for the latent.

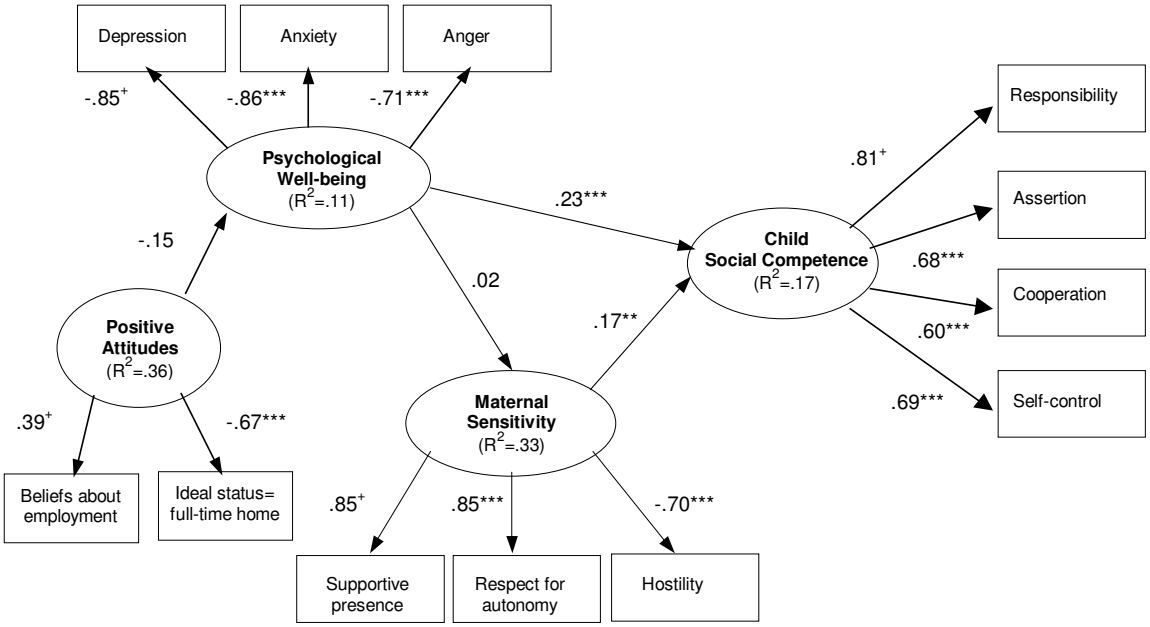

Figure B10. Mother-reported children's social competence at first grade in 36-month middle group. Model fit statistics: χ^2: (122, *N*=558)=228.22, *p*<.001; CFI=.996; RMSEA=.040; χ^2/df=1.87. ***p*<.01. ****p*<.001. +variables used to set the scale for the latent.

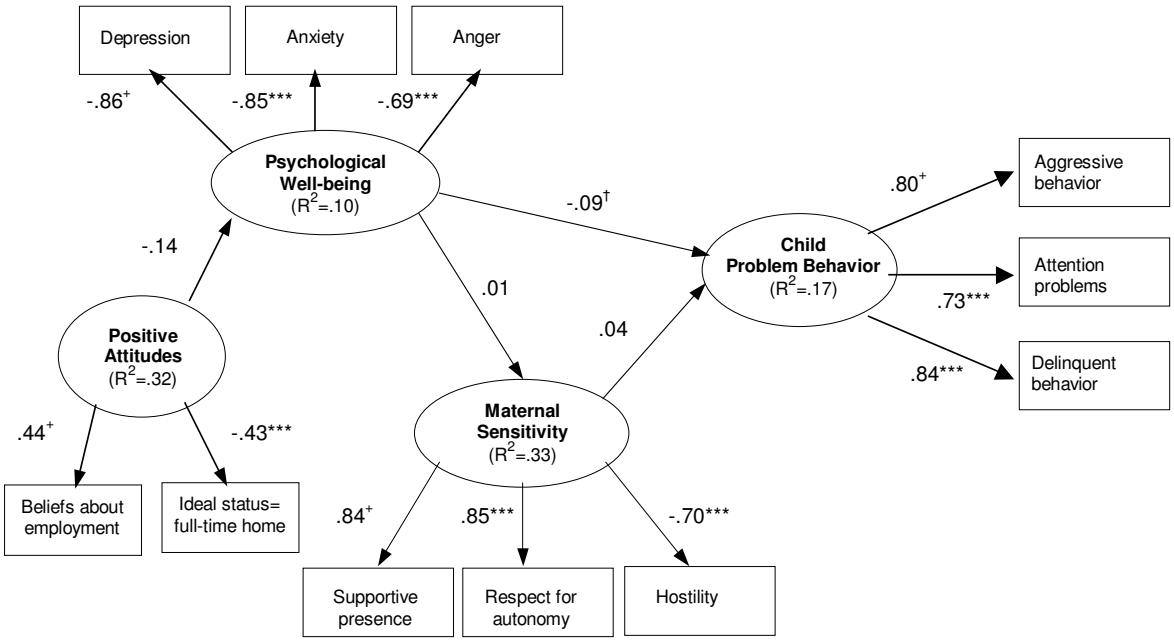

Figure B11. Teacher-reported children's problem behavior at first grade in 36-month middle group. Model fit statistics: χ^2: (103, *N*=526)=170.88, *p*<.001; CFI=.997; RMSEA=.035; χ^2/df=1.65. † p<.10. ***p<.001. +variables used to set the scale for the latent.

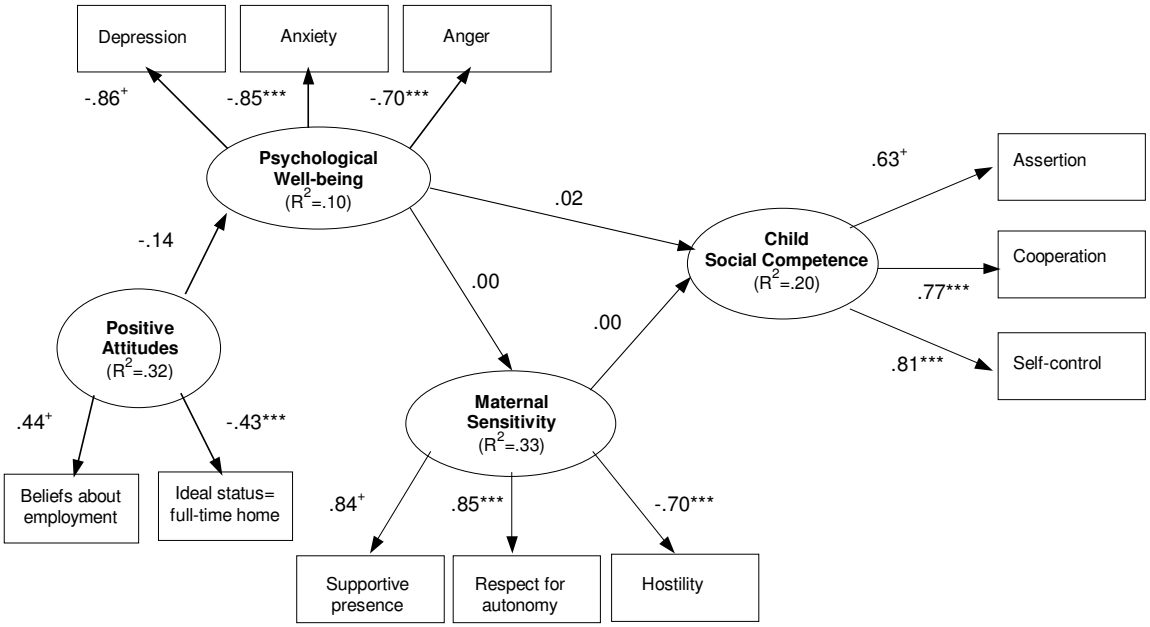

Figure B12. Teacher-reported children's social competence at first grade in 36-month middle group. Model fit statistics: χ^2: (103, *N*=526)=174.75, *p*<.001; CFI=.997; RMSEA=.036; χ^2/df=1.70. ***p<.001. +variables used to set the scale for the latent.

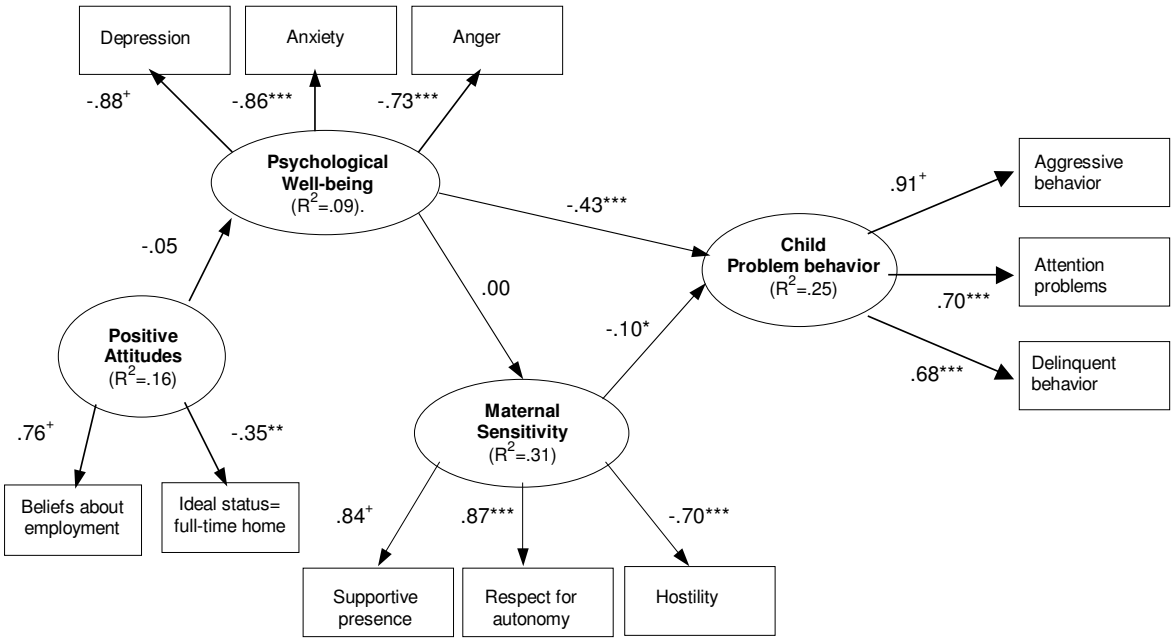

Figure B13. Mother-reported children's problem behavior at first grade in first grade middle group. Model fit statistics: χ^2: (103, *N*=706)=236.60, *p*<.001; CFI=.997; RMSEA=.042; χ^2/df=2.28 *p<.05. ** p<.01. ***p<.001. +variables used to set the scale for the latent.

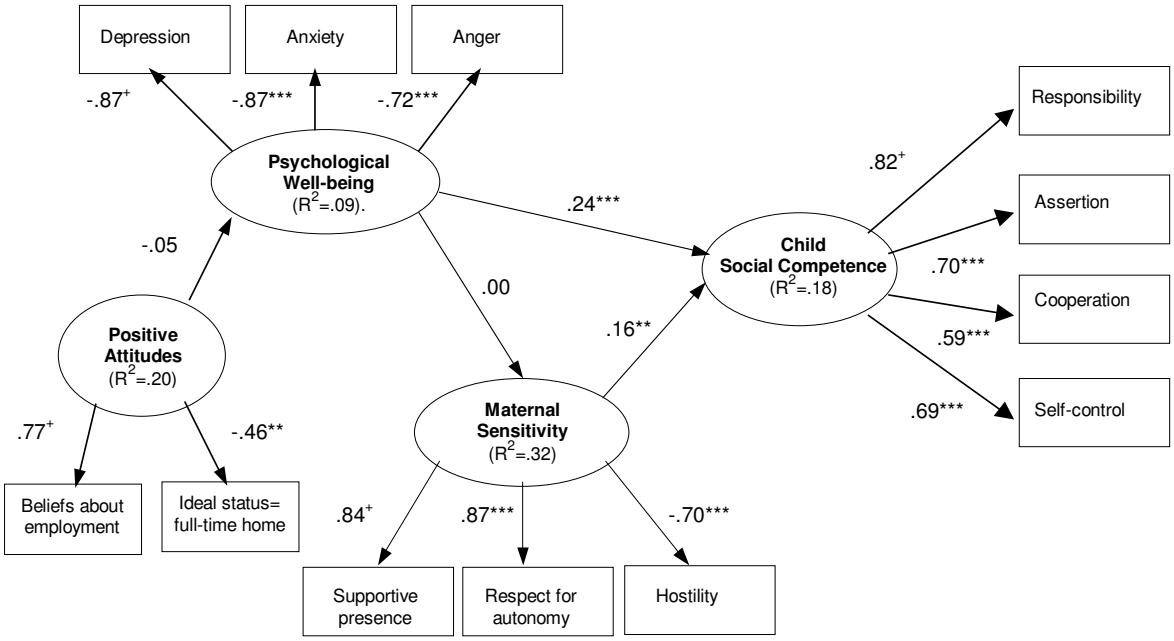

Figure B14. Mother-reported children's social competence at first grade in first grade middle group. Model fit statistics: χ^2: (122, *N*=706)=330.25, *p*<.001; CFI=.994; RMSEA=.049; χ^2/df=2.69. **p<.01. ***p<.001. +variables used to set the scale for the latent.

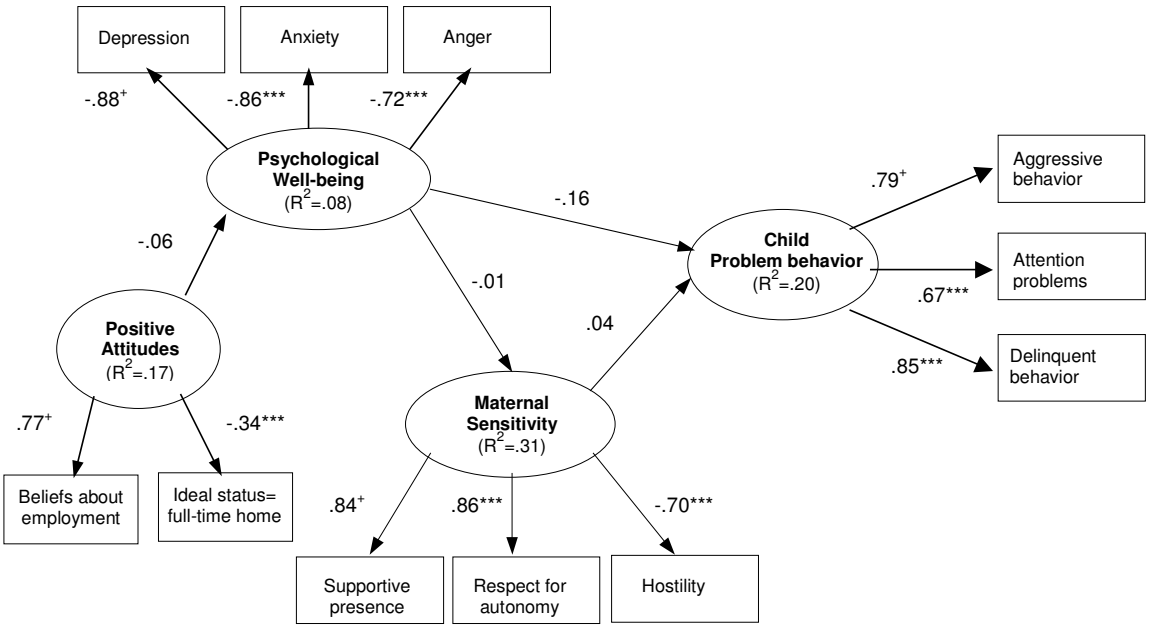

Figure B15. Teacher-reported children's problem behavior at first grade in first grade middle group. Model fit statistics: χ^2: (103, *N*=666)=223.51, *p*<.001; CFI=.996; RMSEA=.042; χ^2/df=2.17. ***p<.001. +variables used to set the scale for the latent.

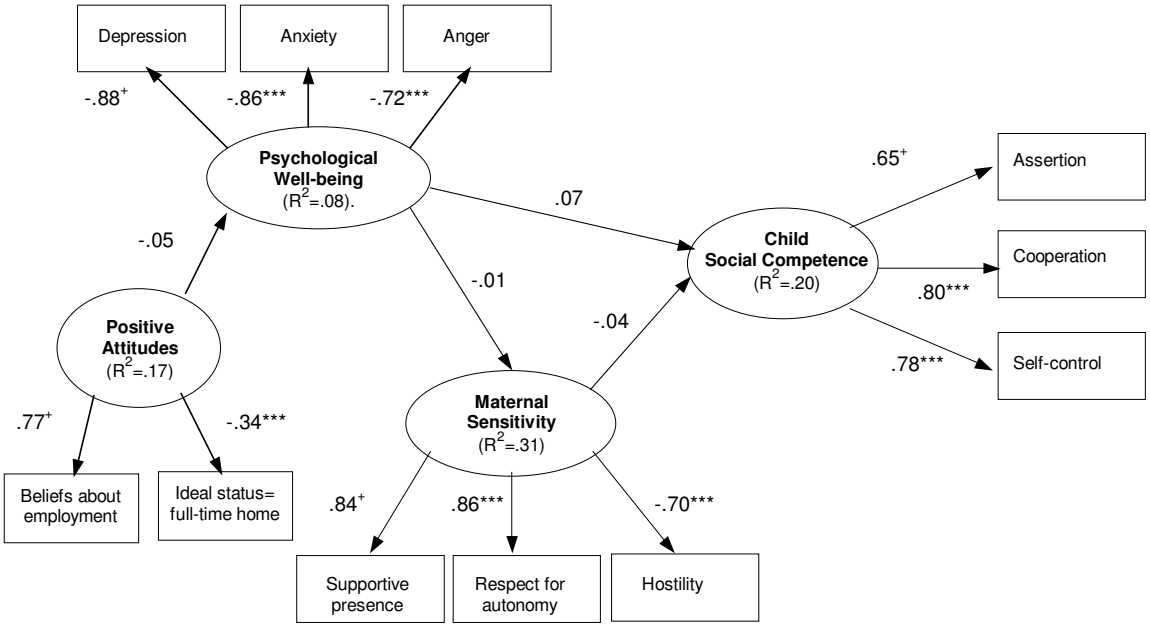

Figure B16. Teacher-reported children's social competence at first grade in first grade middle group. Model fit statistics: χ^2: (103, *N*=666)=226.60, *p*<.001; CFI=.995; RMSEA=.042; χ^2/df=2.20. ***p<.001. +variables used to set the scale for the latent.

APPENDIX C

Table C1

Decomposition of Standardized Effects for Structural Equation Models Predicting Mother-Reported Socioemotional Development at 36 months in 12-month Extensively Employed Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African-American	Positive Beliefs	.15*	.15*	__	.14†	.14†	__
	Maternal Well-Being	-.02	-.05	.03	-.01	-.05	.04*
	Maternal sensitivity	-.11	-.11	.00	-.11	-.11	.00
	Problem behavior	.03	.01	.02	__	__	__
	Social competence	__	__	__	-.16**	-.13*	-.03
Hispanic or Other	Positive Beliefs	.08	.08	__	.08	.08	__
	Maternal Well-Being	-.02	-.04	.02	-.02	-.04	.02
	Maternal sensitivity	.03	.04	.00	.03	.03	.00
	Problem behavior	-.03	-.04	.01	__	__	__
	Social competence	__	__	__	.01	.01	.00
Mother's Age	Positive Beliefs	.16†	.16†	__	.16*	.16*	__
	Maternal Well-Being	.06	.03	.04	.06	.02	.04*
	Maternal sensitivity	.07	.06	.01	.07	.06	.01
	Problem behavior	-.12†	-.08	-.04	__	__	__
	Social competence	__	__	__	.12†	.08	.04
Mother's Education	Positive Beliefs	.06	.06	__	.07	.07	__
	Maternal Well-Being	.14*	.13†	.01	.13†	.12†	.02
	Maternal sensitivity	.22**	.20**	.02	.22**	.20**	.02*
	Problem behavior	-.16*	-.07	-.09	__	__	__
	Social competence	__	__	__	.23***	.13†	.11**
Mean Income-To-Need Ratio	Positive Beliefs	.30**	.30**	__	.31***	.31***	__
	Maternal Well-Being	.01	-.06	.07	.01	-.08	.08*
	Maternal sensitivity	.14**	.14**	.00	.14**	.14*	.00
	Problem behavior	-.01	.01	-.01	__	__	__
	Social competence	__	__	__	.03	-.01	.04

Table continues

Table C1 (*continued*)

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.10	-.10	__	-.10	-.10	__
	Maternal Well-Being	.14†	.16*	-.02	.15	.17	-.03†
	Maternal sensitivity	.13†	.11	.02	.13†	.10*	.02
	Problem behavior	-.14*	-.06	-.08	__	__	__
	Social competence	__	__	__	-.09	-.18**	.09
Number of Children	Positive Beliefs	-.02	-.02	__	-.02	-.02	__
	Maternal Well-Being	-.13†	-.12	.00	-.13*	-.13	-.01
	Maternal sensitivity	-.02	.00	-.02	-.02	.00	-.02*
	Problem behavior	-.05	-.12†	.07	__	__	__
	Social competence	__	__	__	.06	.12†	-.06†
Child = Boy	Positive Beliefs	-.07	-.07	__	-.07	-.07	__
	Maternal Well-Being	.05	.06	-.02	.05	.07	-.02
	Maternal sensitivity	-.11*	-.12	.01	-.11*	-.12*	.00
	Problem behavior	.04	.06†	-.02	__	__	__
	Social competence	__	__	__	-.24**	-.23**	-.01
Child = Firstborn	Positive Beliefs	-.15	-.15†	__	-.15*	-.15†	__
	Maternal Well-Being	.10	.14†	-.04	.10	.14†	-.04*
	Maternal sensitivity	-.04	-.05	.01	-.04	-.05	.02
	Problem behavior	-.08	-.03	-.04	__	__	__
	Social competence	__	__	__	.12	.09	.03
Positive Attitudes	Maternal well-being	.24*	.24*	__	.26*	.26*	__
	Maternal sensitivity	.03†	__	.03†	.04*	__	.04*
	Problem behavior	-.12†	__	-.12†	__	__	__
	Social competence	__	__	__	.11*	__	.11*
Maternal Well-Being	Maternal sensitivity	.14*	.14*	__	.15*	.15*	__
	Problem behavior	-.53**	-.52**	-.01	__	__	__
	Social competence	__	__	__	.43**	.40**	.03
Maternal Sensitivity	Problem behavior	-.06	-.06	__	__	__	__
	Social competence	__	__	__	.24**.	.24**	__

Note. N = 402. To estimate significance of the effects, a bootstrapping procedure (a bootstrap sample of 500 was specified) and a bias corrected percentile method were performed. The bootstrapping cannot be performed with any missing data. Second dataset was

generated using the listwise deletion of cases with any missing data across the set of analysis variables. In result, the sample size is smaller than the sample used for SEM model testing. Slight discrepancies between the standardized parameter estimates presented in the table and those provided for the final model are due to the sample size difference.
† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C2
Decomposition of Standardized Effects for Structural Equation Models Predicting Mother-Reported Socioemotional Development at 36 months in 12-month Not Employed Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.17*	.17*	—	.21**	.21**	—
	Maternal Well-Being	-.06	-.03	-.03†	-.06	.00	-.07**
	Maternal sensitivity	-.22**	-.21**	-.01	-.22**	-.21**	-.01
	Problem behavior	.15*	.11	.05	—	—	—
	Social competence	—	—	—	-.22*	-.18*	-.05*
Hispanic or Other	Positive Beliefs	.09	.09	—	.16*	.16*	—
	Maternal Well-Being	-.01	.01	-.02	-.01	.04	-.05
	Maternal sensitivity	-.02	-.02	.00	-.02	-.02	.00
	Problem behavior	-.02	-.02	.01	—	—	—
	Social competence	—	—	—	.09	.10	-.01
Mother's Age	Positive Beliefs	-.18*	-.18*	—	-.22*	-.22**	—
	Maternal Well-Being	-.12	-.15	.04*	-.14	-.21†	.07**
	Maternal sensitivity	.13*	.15**	-.02	.13*	.15**	-.02†
	Problem behavior	.04	.00	.04	—	—	—
	Social competence	—	—	—	-.11	-.07	-.04
Mother's Education	Positive Beliefs	-.16†	-.16†	—	-.19*	-.19*	—
	Maternal Well-Being	.20**	.17*	.03†	.19*	.13	.06*
	Maternal sensitivity	.35***	.32**	.03*	.35***	.32***	.03*
	Problem behavior	-.33**	-.20*	-.13**	—	—	—
	Social competence	—	—	—	.32**	.22*	.11*
Income-To-Need Ratio	Positive Beliefs	.11	.11	—	.08	.08	—
	Maternal Well-Being	.07	.09†	-.02	.07	.10	-.02
	Maternal sensitivity	.06	.05	.01	.06	.05	.01
	Problem behavior	-.11†	-.07	-.04	—	—	—
	Social competence	—	—	—	.01	-.02	.03

Table continues

Table C2 (*continued*)

Predictor	Dependent Variable	Mother-reported Problem behavior: Total Effect	Mother-reported Problem behavior: Direct Effect	Mother-reported Problem behavior: Indirect Effect	Mother-reported Social Competence: Total Effect	Mother-reported Social Competence: Direct Effect	Mother-reported Social Competence: Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.15*	-.15*	__	-.11	-.11	__
	Maternal Well-Being	.25*	.22*	.03†	.25*	.22*	.03†
	Maternal sensitivity	.09	.05	.04*	.09	.05	.04*
	Problem behavior	-.03	.10	-.13**	__	__	__
	Social competence	__	__	__	.20*	.09	.11**
Number of Children	Positive Beliefs	-.13	-.13	__	-.04	-.04	__
	Maternal Well-Being	-.01	-.03	.03	-.01	-.02	.01
	Maternal sensitivity	-.05	-.05	.00	-.05	-.05	.00
	Problem behavior	-.09	-.10	.01	__	__	__
	Social competence	__	__	__	.07	.08	-.01
Child = Boy	Positive Beliefs	.06	.06	__	.07	.07	__
	Maternal Well-Being	-.03	-.02	-.01	-.04	-.01	-.02
	Maternal sensitivity	-.02	-.02	-.01	-.02	-.02	-.01
	Problem behavior	-.04	-.06	.02	__	__	__
	Social competence	__	__	__	-.03	-.02	-.02
Child = Firstborn	Positive Beliefs	.00	.00	__	.07	.07	__
	Maternal Well-Being	-.04	-.04	.00	-.04	-.02	-.02
	Maternal sensitivity	-.06	-.05	-.01	-.06	-.05	-.01
	Problem behavior	.13†	.11	.03	__	__	__
	Social competence	__	__	__	-.01	.01	-.02
Positive Beliefs	Maternal well-being	-.20*	-.20*	__	-.31**	-.31**	__
	Maternal sensitivity	-.03*	__	-.03*	-.04*	__	-.04*
	Problem behavior	.10*	__	.10*	__	__	__
	Social competence	__	__	__	-.12**	__	-.12**
Maternal Well-Being	Maternal sensitivity	.15*	.15*	__	.14†	.14†	__
	Problem behavior	-.49**	-.48**	-.01	__	__	__
	Social competence	__	__	__	.40**	.39**	.01
Maternal Sensitivity	Problem behavior	-.09	-.09	__	__	__	__
	Social competence	__	__	__	.10	.10	__

Note. N = 342.
† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C3
Decomposition of Standardized Effects for Structural Equation Models Predicting Socioemotional Development at 36 months in 12-month Middle Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African-American	Positive Beliefs	.27**	.27**	—	.18**	.18**	—
	Maternal Well-Being	.02	-.02	.04†	.02	.00	.02
	Maternal sensitivity	-.26**	-.27**	.00	-.26**	-.27**	.00
	Problem behavior	-.07	-.08	.00	—	—	—
	Social competence	—	—	—	-.18**	-.17***	-.02
Hispanic or Other	Positive Beliefs	.01	.01	—	.00	.00	—
	Maternal Well-Being	-.11	-.11	.00	-.11	-.11	.00
	Maternal sensitivity	-.09†	-.08	-.01	-.09†	-.08	-.01
	Problem behavior	-.08	-.15*	.07	—	—	—
	Social competence	—	—	—	-.15*	-.09	-.06
Mother's Age	Positive Beliefs	.17†	.17†	—	.16*	.16*	—
	Maternal Well-Being	-.08	-.11	.03†	-.07	-.09	.02
	Maternal sensitivity	.24**	.25**	-.01	.24**	.25**	-.01
	Problem behavior	-.11	-.14†	.03	—	—	—
	Social competence	—	—	—	.04	.06	-.02
Mother's Education	Positive Beliefs	-.08	-.08	—	-.08†	-.08†	—
	Maternal Well-Being	-.03	-.02	-.01	-.02	-.02	-.01
	Maternal sensitivity	.18**	.19**	.00	.18**	.19**	.00
	Problem behavior	-.10	-.10	.01	—	—	—
	Social competence	—	—	—	-.07	-.07	.00
Mean Income-To-Need Ratio	Positive Beliefs	.27**	.27**	—	.17*	.17*	—
	Maternal Well-Being	.23***	.19**	.04†	.23**	.21*	.02
	Maternal sensitivity	.04	.01	.03*	.04	.01	.03
	Problem behavior	-.07	.06	-.14**	—	—	—
	Social competence	—	—	—	.19	.08	.12

Table continues

Table C3 (*continued*)

Predictor	Dependent Variable	Mother-reported Problem behavior			Mother-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.08	-.08	__	-.05	-.05	-.01
	Maternal Well-Being	.00	.01	-.01	.00	.01	__
	Maternal sensitivity	.02	.02	.00	.02	.02	.00
	Problem behavior	-.04	-.03	.00	__	__	__
	Social competence	__	__	__	.03	.03	.00
Number of Children	Positive Beliefs	.00	.00	__	-.01	-.01	__
	Maternal Well-Being	-.10	-.10	.00	-.01	-.10	.00
	Maternal sensitivity	.03	.05	-.01	.03	.05	-.01
	Problem behavior	-.07	-.13	.06	__	__	__
	Social competence	__	__	__	.02	.07	-.05
Child = Boy	Positive Beliefs	-.04	-.04	__	-.03	-.03	__
	Maternal Well-Being	.15*	.16*	-.01	.15*	.15*	.00
	Maternal sensitivity	-.09†	-.11*	.02*	-.09	-.11†	.02
	Problem behavior	-.01	.07	-.08*	__	__	__
	Social competence	__	__	__	-.05	-.12*	.07
Child =Firstborn	Positive Beliefs	.03	.03	__	.02	.02	__
	Maternal Well-Being	-.07	-.08	__	-.07	-.07	.00
	Maternal sensitivity	.10	.11†	-.01	.10†	.11†	-.01
	Problem behavior	.04	.00	.04	__	__	__
	Social competence	__	__	__	-.04	-.02	-.03
Positive Attitudes	Maternal well-being	.16†	.16†	__	.11†	.11†	__
	Maternal sensitivity	.02†	__	.02†	.01†	__	.01
	Problem behavior	-.09†	__	-.09†	__	__	__
	Social competence	__	__	__	.05†	__	.05
Maternal Well-Being	Maternal sensitivity	.13†	.13†	__	.13*	.13*	__
	Problem behavior	-.60**	-.59**	-.01	__	__	__
	Social competence	__	__	__	.51**	.50**	.01
Maternal Sensitivity	Problem behavior	-.06**	-.06	__	__	__	__
	Social competence	__	__	__	.08	.08	__

N = 365.

† p <.10. * p < .05. ** p <.01. $^{***}p$ < .001.

Table C4
Decomposition of Standardized Effects for Structural Equation Models Predicting Caregiver-reported Socioemotional Development at 36 months in 12-month Extensively Employed Group

		Caregiver-reported Problem behavior			Caregiver-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.22*	.22**	—	.22*	.22*	—
	Maternal Well-Being	.02	-.04	.06*	.02	-.05	.07
	Maternal sensitivity	-.09†	-.09	.01	-.09	-.09	.01
	Problem behavior	.03	.02	.01			
	Social competence	—	—	—	-.09	-.07	-.02
Hispanic or Other	Positive Beliefs	.16**	.16**	—	.18*	.18*	—
	Maternal Well-Being	-.07	-.11	.04*	-.07	-.12†	.05†
	Maternal sensitivity	.05	.07	-.02	.05	.07	-.02
	Problem behavior	-.03	-.03	-.01			
	Social competence	—	—	—	.03	.01	.01
Mother's Age	Positive Beliefs	.18*	.18*	—	.19*	.19*	—
	Maternal Well-Being	.06	.02	.05*	.06	.01	.06
	Maternal sensitivity	.07	.06	.01	.07	.06	.01
	Problem behavior	.03	.04	-.01			
	Social competence	—	—	—	-.13	-.15	.02
Mother's Education	Positive Beliefs	.08	.08	—	.09	.09	—
	Maternal Well-Being	.08	.06	.02	.08	.05	.03
	Maternal sensitivity	.25**	.23**	.02	.25*	.23*	.02
	Problem behavior	-.22**	-.18*	-.04†			
	Social competence	—	—	—	.24**	.17*	.07*
Income-To-Need Ratio	Positive Beliefs	.25*	.25*	—	.28*	.28*	—
	Maternal Well-Being	-.01	-.08	.07†	-.01	-.09	.08†
	Maternal sensitivity	.12†	.13	.00	.13	.13	.00
	Problem behavior	.03	.04	-.02			
	Social competence	—	—	—	-.13	-.16	.04

Table continues

Table C4 (*continued*)

		Caregiver-reported Problem behavior			Caregiver-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.10	-.10	__	-.11	-.11	__
	Maternal Well-Being	.23*	.26*	-.03	.23*	.27**	-.03*
	Maternal sensitivity	.09	.04	.05*	.09	.04	.05
	Problem behavior	-.09	-.07	-.02			
	Social competence	__	__	__	.07	.04	.04
Number of Children	Positive Beliefs	-.03	-.03	__	-.04	-.04	__
	Maternal Well-Being	-.14	-.13	-.01	-.14	-.13	-.01
	Maternal sensitivity	-.02	.01	-.03	-.02	.01	-.03†
	Problem behavior	.12	.11	.01			
	Social competence	__	__	__	-.25*	-.24*	-.01
Child = Boy	Positive Beliefs	-.11†	-.11†	__	-.13	-.13	__
	Maternal Well-Being	.08	.11	-.03†	.08	.12	-.04
	Maternal sensitivity	-.09	-.11†	.02	-.09	-.11	.02
	Problem behavior	.09	.08	.01			
	Social competence	__	__	__	-.24**	-.22	-.02
Child = Firstborn	Positive Beliefs	-.22*	-.22*	__	-.24*	-.24*	__
	Maternal Well-Being	.10	.16	-.06†	.10	.17	-.07†
	Maternal sensitivity	-.09	-.11	.02	-.09	-.11	.02
	Problem behavior	.02	.01	.01			
	Social competence	__	__	__	-.18*	-.16*	-.02
Positive Beliefs	Maternal well-being	.26†	.26†	__	.30*	.30*	__
	Maternal sensitivity	.06†	__	.06†	.07	__	.07
	Problem behavior	-.02	__	-.02			
	Social competence	__	__	__	.03	__	.03
Maternal Well-Being	Maternal sensitivity	.23*	.23*	__	.23*	.23*	__
	Problem behavior	-.06	-.03	-.03†			
	Social competence	__	__	__	.10	.04	.06**
Maternal Sensitivity	Problem behavior	-.15	-.15	__			
	Social competence	__	__	__	.28*	.28*	__

N = 270.

† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C5
Decomposition of Standardized Effects for Structural Equation Models Predicting Caregiver-reported Socioemotional Development at 36 months in 12-month Middle Group

		Caregiver-reported Problem behavior			Caregiver-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.17*	.17*	__	.30**	.30**	__
	Maternal Well-Being	-.03	-.06	.03	-.03	-.10	.07
	Maternal sensitivity	-.15	-.14	-.01	-.15	-.14	-.01
	Problem behavior	.02	.00	.02	__	__	__
	Social competence	__	__	__	-.12	-.11	-.01
Hispanic or Other	Positive Beliefs	.06	.06	__	.14	.14	__
	Maternal Well-Being	.00	-.01	.01	.00	-.04	.03
	Maternal sensitivity	-.02	-.02	.00	-.02	-.02	.00
	Problem behavior	.08	.08	.00	__	__	__
	Social competence	__	__	__	-.15	-.15†	.00
Mother's Age	Positive Beliefs	.25*	.25*	__	.30†	.30	__
	Maternal Well-Being	-.05	-.08	.04†	-.05	-.12	.07
	Maternal sensitivity	.22*	.24*	-.01	.22*	.23†	-.01
	Problem behavior	.14	.16	-.02	__	__	__
	Social competence	__	__	__	.02	.01	.01
Mother's Education	Positive Beliefs	-.16*	-.16*	__	-.18	-.18	__
	Maternal Well-Being	.11	.13	-.02†	.11	.15	-.04
	Maternal sensitivity	.17†	.15	.03	.17†	.15	.03
	Problem behavior	-.09	-.05	-.04	__	__	__
	Social competence	__	__	__	-.21	-.23	.02
Income-To-Need Ratio	Positive Beliefs	.16†	.16†	__	.30**	.30**	__
	Maternal Well-Being	.10	.08	.02	.10	.03	.07
	Maternal sensitivity	.04	.01	.02	.04	.01	.02
	Problem behavior	-.13	-.11	-.02	__	__	__
	Social competence	__	__	__	.22†	.21†	.01

Table continues

Table C5 (*continued*)

Predictor	Dependent Variable	Caregiver-reported Problem behavior			Caregiver-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.01	-.01	__	-.05	-.05	__
	Maternal Well-Being	.09	.09	.00	.09	.10	-.01
	Maternal sensitivity	-.10	-.12	.02	-.10	-.12†	.02
	Problem behavior	-.17†	-.16	.00			
	Social competence	__	__	__	.08	.07	.00
Number of Children	Positive Beliefs	.04	.04	__	.10	.10	__
	Maternal Well-Being	-.04	-.05	.01	-.04	-.06	.02
	Maternal sensitivity	.07	.08	-.01	.07	.08	-.01
	Problem behavior	.20	.20†	.00			
	Social competence	__	__	__	-.20	-.20	.00
Child = Boy	Positive Beliefs	-.03	-.03	__	-.05	-.05	__
	Maternal Well-Being	.16†	.17†	.00	.16†	.17†	-.01
	Maternal sensitivity	-.07	-.11	.04†	-.07	-.11	.04†
	Problem behavior	.13	.15	-.02			
	Social competence	__	__	__	-.08	-.10	.01
Child = Firstborn	Positive Beliefs	.00	.00	__	.03	.03	__
	Maternal Well-Being	-.14	-.14	.00	-.14†	-.15	.01
	Maternal sensitivity	.16	.19	-.03	.16	.19†	-.03
	Problem behavior	.18	.17	.01			
	Social competence	__	__	__	-.15	-.14	-.01
Positive Beliefs	Maternal well-being	.15†	.15†	__	.24	.24	__
	Maternal sensitivity	.04†	__	.04†	.06	__	.06
	Problem behavior	-.03†	__	-.03†			
	Social competence	__	__	__	.03	__	.03
Maternal Well-Being	Maternal sensitivity	.24*	.24*	__	.24*	.24*	__
	Problem behavior	-.19†	-.16	-.03			
	Social competence	__	__	__	.12	.10	.02
Maternal Sensitivity	Problem behavior	-.11	-.11	__			
	Social competence	__	__	__	.06	.06	__

N = 192.
† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C6
Decomposition of Standardized Effects for Structural Equation Models Predicting Mother-Reported Socioemotional Development at 36 months in 36-month Extensively Employed Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.18*	.18*	__	.18*	.18*	__
	Maternal Well-Being	.02	-.04	.06*	.02	-.04	.06*
	Maternal sensitivity	-.05	-.05	.00	-.05	-.06	.01
	Problem behavior	-.05	-.04	-.01	__	__	__
	Social competence	__	__	__	-.17*	-.16*	-.01
Hispanic or Other	Positive Beliefs	.07	.07	__	.07	.07	__
	Maternal Well-Being	.01	-.02	.02	.01	-.02	.02
	Maternal sensitivity	.07	.06	.00	.07	.06	.00
	Problem behavior	-.07	-.06	-.01	__	__	__
	Social competence	__	__	__	.02	.00	.02
Mother's Age	Positive Beliefs	.19*	.19*	__	.19*	.19*	__
	Maternal Well-Being	.05	-.01	.06*	.05	-.02	.06*
	Maternal sensitivity	.10	.09	.01	.10	.09	.01
	Problem behavior	-.16†	-.13†	-.03	__	__	__
	Social competence	__	__	__	.13	.09	.04
Mother's Education	Positive Beliefs	.18	.18	__	.16	.16	__
	Maternal Well-Being	.15†	.10	.05	.15†	.10	.05†
	Maternal sensitivity	.29**	.26**	.03†	.29*	.25**	.03†
	Problem behavior	-.09	.00	-.09*	__	__	__
	Social competence	__	__	__	.28*	.15†	.13**
Income-To-Need Ratio	Positive Beliefs	.23*	.23*	__	.22*	.22*	__
	Maternal Well-Being	-.06	-.13	.07*	-.06	-.14	.07*
	Maternal sensitivity	.08	.09	-.01	.08	.09	-.01
	Problem behavior	.01	-.02	.02	__	__	__
	Social competence	__	__	__	-.03	-.03	.00

Table continues

Table C6 (*continued*)

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.04	-.04	__	-.04	-.04	__
	Maternal Well-Being	.12	.13	-.01	.12	.14	.01
	Maternal sensitivity	.10	.08	.03†	.10	.08	.03†
	Problem behavior	-.12†	-.05	-.06	__	__	__
	Social competence	__	__	__	-.02	-.09	.07†
Number of Children	Positive Beliefs	-.09	-.09	__	-.08	-.08	__
	Maternal Well-Being	-.15†	.12	-.03	-.15*	-.13	-.03
	Maternal sensitivity	-.09	-.18	-.03*	-.09	-.05	-.03
	Problem behavior	-.07	.09	.08†	__	__	__
	Social competence	__	__	__	.04	.11	-.07
Child = Boy	Positive Beliefs	-.09	-.09	__	-.09	-.09	__
	Maternal Well-Being	.09	.12	-.03†	.09	.12	-.03†
	Maternal sensitivity	-.16**	-.18**	.02	-.16*	-.17**	.02
	Problem behavior	.06	.09	-.03	__	__	__
	Social competence	__	__	__	-.26***	-.25***	-.01
Child = Firstborn	Positive Beliefs	-.15	-.15	__	-.14	-.14	__
	Maternal Well-Being	.10	.15	-.05†	.10	.15	-.05†
	Maternal sensitivity	-.06	-.08	.02	-.06	-.08	.02
	Problem behavior	-.10	-.06	-.04	__	__	__
	Social competence	__	__	__	.12	.11	.02
Positive Beliefs	Maternal well-being	.31*	.31*	__	.33*	.33*	__
	Maternal sensitivity	.07*	__	.07*	.07*	__	.07*
	Problem behavior	-.15*	__	-.15*	__	__	__
	Social competence	__	__	__	.13*	__	.13*
Maternal Well-Being	Maternal sensitivity	.21**	.21**	__	.21**	.21**	__
	Problem behavior	-.48**	-.47**	-.02	__	__	__
	Social competence	__	__	__	.38**	.32**	.06**
Maternal Sensitivity	Problem behavior	-.08	-.08	__	__	__	__
	Social competence	__	__	__	.27*	.27*	__

N = 298.
† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C7
Decomposition of Standardized Effects for Structural Equation Models Predicting Mother-Reported Socioemotional Development at 36 months in 36-month Not Employed Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.21*	.21*	__	.21*	.21*	__
	Maternal Well-Being	-.06	.01	-.07*	-.06	.01	-.07*
	Maternal sensitivity	-.22**	-.20*	-.01	-.22**	-.20**	-.01
	Problem behavior	.13	.09	.03	__	__	__
	Social competence	__	__	__	-.23*	-.18†	-.05
Hispanic or Other	Positive Beliefs	.12	.12	__	.12	.12	__
	Maternal Well-Being	-.05	-.01	-.04†	-.05	-.01	-.04†
	Maternal sensitivity	.02	.04	-.01	.02	.04	-.01
	Problem behavior	-.02	-.04	.03	__	__	__
	Social competence	__	__	__	-.05	-.04	-.01
Mother's Age	Positive Beliefs	-.03	-.03	__	-.03	-.03	__
	Maternal Well-Being	-.14	-.15	.01	-.14	-.15	.01
	Maternal sensitivity	.12†	.15*	-.03	.12†	.15*	-.03
	Problem behavior	.11	.02	.09	__	__	__
	Social competence	__	__	__	-.23*	-.21†	-.01
Mother's Education	Positive Beliefs	-.32**	-.32**	__	-.32**	-.32**	__
	Maternal Well-Being	.21*	.11	.10*	.21*	.10	.10*
	Maternal sensitivity	.37***	.33**	.05*	.37**	.33**	.05*
	Problem behavior	-.26**	-.14	-.12†	__	__	__
	Social competence	__	__	__	.29**	.19†	.10†
Income-To-Need Ratio	Positive Beliefs	-.07	-.07	__	-.07	-.07	__
	Maternal Well-Being	.05	.03	.02	.05	.03	.02
	Maternal sensitivity	.04	.03	.01	.04	.03	.01
	Problem behavior	-.12	-.09	-.03	__	__	__
	Social competence	__	__	__	.09	.07	.02

Table continues

Table C7 (*continued*)

Predictor	Dependent Variable	Mother-reported Problem behavior			Mother-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.05	-.05	__	-.05	-.05	__
	Maternal Well-Being	.33**	.31*	.02	.33**	.32**	.02*
	Maternal sensitivity	.10	.03	.07*	.10	.03	.07*
	Problem behavior	-.17†	.03	-.19**	__	__	__
	Social competence	__	__	__	.24*	.15	.09
Number of Children	Positive Beliefs	-.20*	-.20*	__	-.20*	-.20*	__
	Maternal Well-Being	-.05	-.11	.06*	-.05	-.11	.06*
	Maternal sensitivity	-.15†	-.14	-.01	-.15†	-.14	-.01
	Problem behavior	.02	-.01	.03	__	__	__
	Social competence	__	__	__	-.03	.01	-.03
Child = Boy	Positive Beliefs	-.01	-.01	__	-.01	-.01	__
	Maternal Well-Being	-.03	-.03	.00	-.03	-.03	.00
	Maternal sensitivity	-.02	-.02	-.01	-.02	-.02	-.01
	Problem behavior	-.05	-.06	.02	__	__	__
	Social competence	__	__	__	-.08	-.06	-.01
Child = Firstborn	Positive Beliefs	-.02	-.02	__	-.02	-.02	__
	Maternal Well-Being	-.01	-.01	.01	-.01	-.01	.01
	Maternal sensitivity	-.11	-.11	.00	-.11	-.11	.00
	Problem behavior	.16	.15*	.00	__	__	__
	Social competence	__	__	__	.01	.03	-.02
Positive Beliefs	Maternal well-being	-.31*	-.31*	__	-.33*	-.33*	__
	Maternal sensitivity	-.07*	__	-.07*	-.07*	__	-.07*
	Problem behavior	.19*	__	.19*	__	__	__
	Social competence	__	__	__	-.09†	__	-.09†
Maternal Well-Being	Maternal sensitivity	.22*	.22*	__	.22*	.22*	__
	Problem behavior	-.59**	-.60**	.00	__	__	__
	Social competence	__	__	__	.26†	.23	.03
Maternal Sensitivity	Problem behavior	.01	.01	__	__	__	__
	Social competence	__	__	__	.15	.15	__

N = 224.
† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C8
Decomposition of Standardized Effects for Structural Equation Models Predicting Mother-Reported Socioemotional Development at 36 months in 36-month Middle Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.32***	.32***	__	.32***	.32***	__
	Maternal Well-Being	-.03	-.04	.01	-.03	-.03	.00
	Maternal sensitivity	-.24**	-.24**	.00	-.24**	-.24**	.00
	Problem behavior	.04	.00	.04	__	__	__
	Social competence	__	__	__	-.20**	-.15**	-.12
Hispanic or Other	Positive Beliefs	.04	.04	__	.04	.04	__
	Maternal Well-Being	-.05	-.06	.00	-.05	-.05	.00
	Maternal sensitivity	-.07†	-.06	.00	-.07†	-.06	.00
	Problem behavior	-.04	-.08	.04	__	__	__
	Social competence	__	__	__	-.03	.01	-.04
Mother's Age	Positive Beliefs	.05	.05	__	.05	.05	__
	Maternal Well-Being	-.04	-.05	.00	-.04	-.04	.00
	Maternal sensitivity	.16**	.16**	.00	.16**	.16**	.00
	Problem behavior	-.06	-.07	.00	__	__	__
	Social competence	__	__	__	.05	.05	.00
Mother's Education	Positive Beliefs	.04	.04	__	.04	.04	__
	Maternal Well-Being	.01	.01	.00	.00	.00	.00
	Maternal sensitivity	.21**	.21**	.00	.21**	.21**	.00
	Problem behavior	-.20**	-.17**	-.03	__	__	__
	Social competence	__	__	__	.06	.02	.03
Income-To-Need Ratio	Positive Beliefs	.36**	.36**	__	.37***	.37***	__
	Maternal Well-Being	.21**	.19*	.01	.21**	.21*	.00
	Maternal sensitivity	.10*	.08†	.02	.10**	.08*	.02
	Problem behavior	-.08†	.04	-.12**	__	__	__
	Social competence	__	__	__	.15**	.03	.12**

Table continues

Table C8 (*continued*)

Predictor	Dependent Variable	Mother-reported Problem behavior			Mother-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.21*	-.21*	__	-.22*	-.22*	__
	Maternal Well-Being	.05	.06	-.01	.05	.05	.00
	Maternal sensitivity	.08	.08	.00	.08	.08	.00
	Problem behavior	-.02	.02	-.04			
	Social competence	__	__	__	-.02	-.06	.04
Number of Children	Positive Beliefs	-.04	-.04	__	-.04	-.04	__
	Maternal Well-Being	-.05	-.05	.00	-.05	-.05	.00
	Maternal sensitivity	.03	.04	.00	.03	.04	.00
	Problem behavior	-.14*	-.16**	.02			
	Social competence	__	__	__	.00	.02	-.02
Child = Boy	Positive Beliefs	.00	.00	__	.00	.00	__
	Maternal Well-Being	.07	.07	.00	.07	.07	.00
	Maternal sensitivity	-.07†	-.07†	.01	-.07†	-.07†	.00
	Problem behavior	-.02	.01	-.03			
	Social competence	__	__	__	-.05	-.08†	.01
Child = Firstborn	Positive Beliefs	-.01	-.01	__	-.02	-.02	__
	Maternal Well-Being	-.04	-.04	.00	-.04	-.04	.00
	Maternal sensitivity	.03	.04	.00	.03	.04	.00
	Problem behavior	.01	-.01	.02			
	Social competence	__	__	__	-.05	-.04	-.01
Positive Beliefs	Maternal well-being	.04	.04	__	.00	.00	__
	Maternal sensitivity	.00	__	.00	.00	__	.00
	Problem behavior	-.02	__	-.02			
	Social competence	__	__	__	.00	__	.00
Maternal Well-Being	Maternal sensitivity	.08	.08	__	.07	.07	__
	Problem behavior	-.53**	-.52**	-.01			
	Social competence	__	__	__	.52**	.51**	.01†
Maternal Sensitivity	Problem behavior	-.12*	.12*	__			
	Social competence	__	__	__	.15*	.15*	__

N = 606.

† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C9
Decomposition of Standardized Effects for Structural Equation Models Predicting Caregiver-Reported Socioemotional Development at 36 months in 36-month Extensively Employed Group

		Caregiver-reported Problem behavior			Caregiver-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.21*	.21*	__	.27**	.27*	__
	Maternal Well-Being	.05	.00	.05*	.05	-.05	.09*
	Maternal sensitivity	-.04	-.05	.01	-.04	-.05	.01
	Problem behavior	-.03	-.03	.00	__	__	__
	Social competence	__	__	__	-.04	-.03	
Hispanic or Other	Positive Beliefs	.15*	.15*	__	.18†	.18†	__
	Maternal Well-Being	-.04	-.08	.04†	-.05	-.11	.05†
	Maternal sensitivity	.11	.12†	-.01	.11	.12	-.01
	Problem behavior	.02	.03	-.01	__	__	__
	Social competence	__	__	__	.03	.00	.03
Mother's Age	Positive Beliefs	.21*	.21*	__	.24*	.24*	__
	Maternal Well-Being	-.02	-.07	.05*	-.02	-.11	.09*
	Maternal sensitivity	.06	.07	-.01	.06	.06	.00
	Problem behavior	.06	.07	-.01	__	__	__
	Social competence	__	__	__	-.17†	-.18†	.01
Mother's Education	Positive Beliefs	.11	.11	__	.20†	.20†	__
	Maternal Well-Being	.13	.09	.03	.11	.04	.07
	Maternal sensitivity	.37**	.34**	.03	.37**	.34**	.03
	Problem behavior	-.20*	-.14	-.06	__	__	__
	Social competence	__	__	__	.33**	.24†	.09
Income-To-Need Ratio	Positive Beliefs	.12	.12	__	.15	.15	__
	Maternal Well-Being	-.01	-.04	.03	-.01	-.07	.06
	Maternal sensitivity	.03	.03	.00	.04	.04	.00
	Problem behavior	-.06	-.06	.00	__	__	__
	Social competence	__	__	__	-.17	-.18	.01

Table continues

Table C9 (*continued*)

Predictor	Dependent Variable	Caregiver-reported Problem behavior			Caregiver-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.07	-.07	__	-.05	-.05	__
	Maternal Well-Being	.18†	.20*	-.02	.18†	.20	-.02
	Maternal sensitivity	.12	.07	.05*	.12	.07	.05*
	Problem behavior	-.09	-.05	-.03			
	Social competence	__	__	__	.11	.08	.03
Number of Children	Positive Beliefs	-.04	-.04	__	-.09	-.09	__
	Maternal Well-Being	-.20	-.18	-.01	-.19	-.16	-.01
	Maternal sensitivity	-.03	.02	-.05†	.03	.02	-.05†
	Problem behavior	.08	.06	.02			
	Social competence	__	__	__	-.24*	-.23†	-.01
Child = Boy	Positive Beliefs	-.12†	-.12†	__	-.13	-.13	__
	Maternal Well-Being	.14†	.17*	-.03†	.14†	.19*	-.05†
	Maternal sensitivity	-.14*	-.18*	.04*	-.14*	-.18*	.04*
	Problem behavior	.13†	.12	.01			
	Social competence	__	__	__	-.26**	-.22**	-.03
Child = Firstborn	Positive Beliefs	-.16	-.16	__	-.23†	-.23†	__
	Maternal Well-Being	.05	.09	-.04	.06	.14	-.08
	Maternal sensitivity	-.04	-.06	.02	-.04	-.06	.02
	Problem behavior	.04	.04	.00			
	Social competence	__	__	__	-.15	-.14	-.01
Positive Beliefs	Maternal well-being	.24†	.24†	__	.37*	.37*	__
	Maternal sensitivity	.06*	__	.06*	.10*	__	.10*
	Problem behavior	-.03	__	-.03			
	Social competence	__	__	__	.04†	__	.04†
Maternal Well-Being	Maternal sensitivity	.27***	.27**	__	.27**	.27**	__
	Problem behavior	-.12	-.08	-.03			
	Social competence	__	__	__	.10	.03	.07
Maternal Sensitivity	Problem behavior	-.12	-.12	__			
	Social competence	__	__	__	.25	.25	__

N = 216.
† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C10
Decomposition of Standardized Effects for Structural Equation Models Predicting Caregiver-Reported Socioemotional Development at 36 months in 36-month Middle Group

		Caregiver-reported Problem behavior			Caregiver-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.17**	.17**	__	.22***	.22***	__
	Maternal Well-Being	-.03	-.05	.02	-.03	-.06	.02
	Maternal sensitivity	-.21*	-.20*	-.01	-.21*	-.20*	-.01
	Problem behavior	.15*	.11	.04*	__	__	__
	Social competence	__	__	__	-.20**	-.16*	-.04*
Hispanic or Other	Positive Beliefs	.07	.07	__	.10	.10	__
	Maternal Well-Being	-.02	-.03	.01	-.02	-.03	.01
	Maternal sensitivity	-.10	-.10	-.01	-.10	-.10	-.01
	Problem behavior	.02	.01	.02	__	__	__
	Social competence	__	__	__	-.11*	-.09	-.02
Mother's Age	Positive Beliefs	.13	.13	__	.15	.15	__
	Maternal Well-Being	.00	-.01	.01	.00	-.02	.02
	Maternal sensitivity	.19**	.19*	.00	.19*	.19*	.00
	Problem behavior	.01	.04	-.03	__	__	__
	Social competence	__	__	__	.02	-.02	.04*
Mother's Education	Positive Beliefs	-.07	-.07	__	-.07	-.07	__
	Maternal Well-Being	.09	.10	-.01	.09	.10	-.01
	Maternal sensitivity	.14*	.12†	.02	.14*	.12†	.02
	Problem behavior	-.10	-.07	-.03†	__	__	__
	Social competence	__	__	__	.05	.02	.03*
Income-To-Need Ratio	Positive Beliefs	.23**	.23**	__	.29**	.29**	__
	Maternal Well-Being	.16*	.13†	.02	.16*	.13	.03
	Maternal sensitivity	.10†	.06	.04*	.11†	.06	.04*
	Problem behavior	-.01	.03	-.04*	__	__	__
	Social competence	__	__	__	.11	.08	.03*

Table continues

Table C10 (*continued*)

Predictor	Dependent Variable	Caregiver-reported Problem behavior			Caregiver-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.01	-.01	__	-.04	-.04	__
	Maternal Well-Being	.15†	.15†	.00	.15†	.15†	.00
	Maternal sensitivity	-.01	-.04	.04*	-.01	-.04	.04*
	Problem behavior	-.08	-.06	-.02	__	__	__
	Social competence	__	__	__	-.02	-.03	.01
Number of Children	Positive Beliefs	-.06	-.06	__	-.08	-.08	__
	Maternal Well-Being	.02	.03	-.01	.02	.03	-.01
	Maternal sensitivity	.07	.07	.01	.07	.07	.01
	Problem behavior	.11	.12	-.02	__	__	__
	Social competence	__	__	__	-.10	-.12	.02
Child = Boy	Positive Beliefs	-.07	-.07	__	-.07	-.07	__
	Maternal Well-Being	.08	.09	-.01	.08	.08	-.01
	Maternal sensitivity	.00	-.02	.02	.00	-.02	.02
	Problem behavior	.02	.03	-.01	__	__	__
	Social competence	__	__	__	-.09†	-.10†	.01
Child = Firstborn	Positive Beliefs	-.05	-.05	__	-.07	-.07	__
	Maternal Well-Being	-.07	-.07	-.01	-.08	-.07	-.01
	Maternal sensitivity	.07	.09	-.02	.07	.09	-.02
	Problem behavior	.09	.09	.00	__	__	__
	Social competence	__	__	__	-.04	-.05	.01
Positive Beliefs	Maternal well-being	.10	.10	__	.10	.10	__
	Maternal sensitivity	.03	__	.03	.03	__	.03
	Problem behavior	-.02	__	-.02	__	__	__
	Social competence	__	__	__	.01	__	.01
Maternal Well-Being	Maternal sensitivity	.26**	.26**	__	.26**	.26**	__
	Problem behavior	-.17†	-.13†	-.04*	__	__	__
	Social competence	__	__	__	.11†	.06	.05**
Maternal Sensitivity	Problem behavior	-.16†	-.16†	__	__	__	__
	Social competence	__	__	__	.20**	.20**	__

N = 310.
† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C11
Decomposition of Standardized Effects for Structural Equation Models Predicting Mother-Reported Socioemotional Development at First Grade in 36-month Extensively Employed Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.24*	.07*	__	.25**	.25**	__
	Maternal Well-Being	-.02	-.12	.10*	-.02	-.13†	.11**
	Maternal sensitivity	-.37*	-.37**	.00	-.37**	-.37**	.00
	Problem behavior	-.08	-.09	.01	__	__	__
	Social competence	__	__	__	-.07	.00	-.07†
Hispanic or Other	Positive Beliefs	.07	.07	__	.08	.08	__
	Maternal Well-Being	-.02	-.05	.03	-.02	-.06	.03
	Maternal sensitivity	.02	.02	.00	.02	.02	.00
	Problem behavior	-.10*	-.11†	.01	__	__	__
	Social competence	__	__	__	-.05	-.05	.00
Mother's Age	Positive Beliefs	.20†	.20†	__	.20*	.20*	__
	Maternal Well-Being	.05	-.03	.08	.05	-.04	.09*
	Maternal sensitivity	.07	.07	.00	.07	.07	.00
	Problem behavior	-.17†	-.15*	-.02	__	__	__
	Social competence	__	__	__	.18†	.15	.03
Mother's Education	Positive Beliefs	.11	.11	__	.12	.12	__
	Maternal Well-Being	.07	.02	.05	.07	.01	.06
	Maternal sensitivity	.26*	.26*	.00	.26**	.26**	.00
	Problem behavior	-.06	-.03	-.03	__	__	__
	Social competence	__	__	__	.12	.06	.06†
Income-To-Need Ratio	Positive Beliefs	.32**	.32**	__	.33***	.33***	__
	Maternal Well-Being	.01	-.12	.13	.01	-.13	.15**
	Maternal sensitivity	.00	.00	.00	.00	.00	.00
	Problem behavior	-.09	-.09	-.01	__	__	__
	Social competence	__	__	__	-.03	-.03	.00

Table continues

Table C11 (*continued*)

Predictor	Dependent Variable	Mother-reported Problem behavior			Mother-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	.01	.01	__	.00	.00	__
	Maternal Well-Being	-.02	-.02	.00	-.02	-.02	.00
	Maternal sensitivity	-.06	-.06	.00	-.07	-.07	.00
	Problem behavior	-.06	-.07	.01	__	__	__
	Social competence	__	__	__	-.09	-.08	-.02
Number of Children	Positive Beliefs	-.15	-.15	__	-.16†	-.16†	__
	Maternal Well-Being	-.14†	-.08	-.06†	-.14†	-.07	-.07*
	Maternal sensitivity	-.02	-.02	.00	-.02	-.02	.00
	Problem behavior	.07	.01	.06†	__	__	__
	Social competence	__	__	__	-.01	.03	-.04†
Child = Boy	Positive Beliefs	-.14†	-.14†	__	-.14†	-.14†	__
	Maternal Well-Being	.00	.06	-.06†	.00	.07	-.06*
	Maternal sensitivity	.08	.08	.00	.08	.08	.00
	Problem behavior	.01	.02	.00	__	__	__
	Social competence	__	__	__	-.12	-.14†	.01
Child = Firstborn	Positive Beliefs	-.15*	-.15*	__	-.16†	-.16†	__
	Maternal Well-Being	-.02	.04	-.06†	-.02	.05	-.07*
	Maternal sensitivity	-.11†	-.11	.00	-.11	-.11	.00
	Problem behavior	.03	.02	.01	__	__	__
	Social competence	__	__	__	.18*	.20*	-.02
Positive Beliefs	Maternal well-being	.41*	.41*	__	.44**	.44**	__
	Maternal sensitivity	.00	__	.00	.00	__	.00
	Problem behavior	-.18*	__	-.18*	__	__	__
	Social competence	__	__	__	.11	__	.11**
Maternal Well-Being	Maternal sensitivity	.01	.01	__	.01	.01	__
	Problem behavior	-.43*	-.43*	.00	__	__	__
	Social competence	__	__	__	.25**	.25**	.00
Maternal Sensitivity	Problem behavior	-.01	-.01	__	__	__	__
	Social competence	__	__	__	.16†	.16†	__

N = 261.
† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C12
Decomposition of Standardized Effects for Structural Equation Models Predicting Mother-Reported Socioemotional Development at First Grade in 36-month Not Employed Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.33**	.33**	__	.33**	.33**	__
	Maternal Well-Being	-.04	.00	-.05†	-.04	.03	-.08*
	Maternal sensitivity	-.26*	-.26*	.00	-.26*	-.26*	.00
	Problem behavior	-.04	-.09	.05	__	__	__
	Social competence	__	__	__	-.05	.01	-.06*
Hispanic or Other	Positive Beliefs	.16	.16	__	.16	.15	__
	Maternal Well-Being	.07	.10	-.03	.07	.11	-.03
	Maternal sensitivity	-.06	-.05	.00	-.05	-.05	.00
	Problem behavior	-.02	.02	-.03	__	__	__
	Social competence	__	__	__	-.03	-.04	.00
Mother's Age	Positive Beliefs	-.01	-.01	__	.02	.02	__
	Maternal Well-Being	.06	.06	.00	.06	.07	-.01
	Maternal sensitivity	-.08	-.08	.00	-.08	-.08	.00
	Problem behavior	-.06	-.03	-.03	__	__	__
	Social competence	__	__	__	.01	.02	.00
Mother's Education	Positive Beliefs	-.15	-.15	__	-.15	-.15	__
	Maternal Well-Being	.25**	.24*	.01	.25*	.22*	.04
	Maternal sensitivity	.29**	.30*	-.01	.29**	.30**	-.01
	Problem behavior	-.06	.10	-.16*	__	__	__
	Social competence	__	__	__	.34**	.23*	.11*
Income-To-Need Ratio	Positive Beliefs	-.11	-.11	__	-.13	-.13	__
	Maternal Well-Being	.07	.05	.02	.07	.04	.03
	Maternal sensitivity	.06	.06	.00	.06	.06	.00
	Problem behavior	-.17*	-.13	-.04	__	__	__
	Social competence	__	__	__	.03	.00	.03

Table continues

Table C12 (*continued*)

Predictor	Dependent Variable	Mother-reported Problem behavior			Mother-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.08	-.08	__	-.05	-.05	__
	Maternal Well-Being	-.05	-.06	.01	-.05	-.06	.01
	Maternal sensitivity	.24*	.24**	.00	.24*	.24*	.00
	Problem behavior	-.04	-.04	.00	__	__	__
	Social competence	__	__	__	-.01	-.04	.04
Number of Children	Positive Beliefs	-.13	-.13	__	-.12	-.12	__
	Maternal Well-Being	.01	-.02	.02	.01	-.02	.03
	Maternal sensitivity	-.13†	-.13	.00	-.13	-.13	.00
	Problem behavior	.05	.04	.01	__	__	__
	Social competence	__	__	__	-.14	-.12	-.02
Child = Boy	Positive Beliefs	.03	.03	__	-.02	-.02	__
	Maternal Well-Being	.04	.05	-.01	.04	.04	.01
	Maternal sensitivity	.11†	.11	.00	.11†	.11†	.00
	Problem behavior	-.02	.01	-.03	__	__	__
	Social competence	__	__	__	-.04	-.07	.03†
Child = Firstborn	Positive Beliefs	.02	.02	__	.02	.02	__
	Maternal Well-Being	.02	.03	.00	.02	.03	.00
	Maternal sensitivity	-.02	-.02	.00	-.02	-.02	.00
	Problem behavior	-.03	-.02	-.01	__	__	__
	Social competence	__	__	__	.02	.01	.00
Positive Beliefs	Maternal well-being	-.23†	-.23†	__	-.23†	-.23†	__
	Maternal sensitivity	.01	__	.00	.01	__	.01
	Problem behavior	.09	__	.01	__	__	__
	Social competence	__	__	__	-.04†	__	-.04†
Maternal Well-Being	Maternal sensitivity	-.05	-.05	__	-.05	-.05	__
	Problem behavior	-.53**	-.53**	.00	__	__	__
	Social competence	__	__	__	.19*	.20*	-.01
Maternal Sensitivity	Problem behavior	-.09	-.10	__	__	__	__
	Social competence	__	__	__	.20†	.20†	__

N = 182.

† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C13
Decomposition of Standardized Effects for Structural Equation Models Predicting Mother-Reported Socioemotional Development at First Grade in 36-month Middle Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.21*	.21*	__	.30**	.30**	__
	Maternal Well-Being	-.07	-.06	-.01	-.07	-.01	-.06
	Maternal sensitivity	-.27*	-.27*	.00	-.27**	-.27**	.00
	Problem behavior	.00	-.05	.05†	__	__	__
	Social competence	__	__	__	-.14*	-.08**	-.06*
Hispanic or Other	Positive Beliefs	.02	.02	__	.05	.05	__
	Maternal Well-Being	.01	-.01	.00	-.01	-.01	-.01
	Maternal sensitivity	-.04	-.04	.00	-.04	-.04	.00
	Problem behavior	.01	.00	.01	__	__	__
	Social competence	__	__	__	-.03	-.02	-.01
Mother's Age	Positive Beliefs	-.02	-.02	__	-.07	-.07	__
	Maternal Well-Being	-.04	-.04	.00	-.04	-.05	.01
	Maternal sensitivity	.09	.09	.00	.09	.09	.00
	Problem behavior	-.20*	-.20**	.01	__	__	__
	Social competence	__	__	__	.01	.00	.01
Mother's Education	Positive Beliefs	.00	.00	__	.08	.08	__
	Maternal Well-Being	.15**	.15**	.00	.15**	.17*	-.01
	Maternal sensitivity	.29*	.28*	.01	.29**	.28**	.01
	Problem behavior	-.10	-.02	-.08**	__	__	__
	Social competence	__	__	__	.11†	.03	-.08**
Income-To-Need Ratio	Positive Beliefs	.35*	.35*	__	.47**	.47**	__
	Maternal Well-Being	.17*	.19*	-.02	.17**	.25*	-.08
	Maternal sensitivity	.03	.02	.01	.03	.02	.01
	Problem behavior	-.02	.04	-.06*	__	__	__
	Social competence	__	__	__	.06	.02	.04**

Table continues

Table C13 (*continued*)

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.10	-.10	__	-.20*	-.20*	__
	Maternal Well-Being	.05	.04	.01	.05	.01	.04
	Maternal sensitivity	.10†	.10†	.00	.10†	.10†	.00
	Problem behavior	-.12†	-.09†	-.03			
	Social competence	__	__	__	.09	.06	.03†
Number of Children	Positive Beliefs	-.11*	-.11*	__	-.27**	-.27**	__
	Maternal Well-Being	-.01	-.02	.01	-.01	-.06	.05
	Maternal sensitivity	-.03	-.03	.00	-.03	-.03	.00
	Problem behavior	-.04	-.05	.01			
	Social competence	__	__	__	-.01	.00	-.01
Child = Boy	Positive Beliefs	-.07	-.07	__	-.05	-.05	__
	Maternal Well-Being	.04	.03	.00	.04	.03	.01
	Maternal sensitivity	.06	.06	.00	.06	.06	.00
	Problem behavior	-.05	-.03	-.02			
	Social competence	__	__	__	-.06	-.08	.02
Child = Firstborn	Positive Beliefs	-.03	-.03	__	-.11	-.11	__
	Maternal Well-Being	-.04	-.04	.00	-.04	-.06	.02
	Maternal sensitivity	.00	.00	.00	.00	.00	.00
	Problem behavior	-.07	-.09†	.01			
	Social competence	__	__	__	.13*	.13*	-.01
Positive Beliefs	Maternal well-being	-.05	-.05	__	-.18	-.18	__
	Maternal sensitivity	.00	__	.00	-.01	__	-.01
	Problem behavior	.02	__	.02			
	Social competence	__	__	__	-.04	__	-.04
Maternal Well-Being	Maternal sensitivity	.03	.03	__	.03	.03	__
	Problem behavior	-.36**	-.36**	.00			
	Social competence	__	__	__	.22**	.21**	.01
Maternal Sensitivity	Problem behavior	-.10	-.10	__			
	Social competence	__	__	__	.16*	.16*	__

$N = 516$.

† $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table C14
Decomposition of Standardized Effects for Structural Equation Models Predicting Teacher-Reported Socioemotional Development at First Grade in 36-month Extensively Employed Group

		Teacher-reported Problem behavior			Teacher-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.26**	.26**	__	.26*	.26*	__
	Maternal Well-Being	-.03	-.15*	.12**	-.03	-.14†	.12*
	Maternal sensitivity	-.22	-.22**	.00	-.35*	-.35**	.00
	Problem behavior	.14*	.13	.01	__	__	__
	Social competence	__	__	__	-.06	-.07	.01
Hispanic or Other	Positive Beliefs	.10	.10	__	.10	.10	__
	Maternal Well-Being	-.04	-.08	.05†	-.04	-.08	.05
	Maternal sensitivity	.02	.02	.00	.07	.01	.00
	Problem behavior	.00	-.01	.00	__	__	__
	Social competence	__	__	__	-.12†	-.12	.00
Mother's Age	Positive Beliefs	.19†	.19†	__	.19†	.19†	__
	Maternal Well-Being	.05	-.04	.09†	.05	-.04	.09†
	Maternal sensitivity	.05	.05	.00	.05	.05	.00
	Problem behavior	-.03	-.02	-.01	__	__	__
	Social competence	__	__	__	-.01	-.02	.00
Mother's Education	Positive Beliefs	.11	.11	__	.11	.11	__
	Maternal Well-Being	.05	.00	.05	.05	.00	.05
	Maternal sensitivity	.18**	.18**	.00	.28*	.28*	.00
	Problem behavior	-.14	-.12	-.01	__	__	__
	Social competence	__	__	__	.25**	.26**	-.01
Income-To-Need Ratio	Positive Beliefs	.34**	.34**	__	.34*	.34*	__
	Maternal Well-Being	.02	-.14	.16**	.02	-.13	.15*
	Maternal sensitivity	-.01	-.01	.00	.00	.00	.00
	Problem behavior	-.10	-.10	.00	__	__	__
	Social competence	__	__	__	-.03	-.03	.00

Table continues

Table C14 (*continued*)

Predictor	Dependent Variable	Teacher-reported Problem behavior			Teacher-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	.02	.02	__	.02	.02	__
	Maternal Well-Being	-.04	-.05	.01	-.04	-.05	.01
	Maternal sensitivity	-.03	-.03	.00	-.06	-.06	.00
	Problem behavior	.02	.01	.01	__	__	__
	Social competence	__	__	__	.10	.10	.00
Number of Children	Positive Beliefs	-.18†	-.18†	__	-.17†	-.17†	__
	Maternal Well-Being	-.12†	-.04	-.08	-.12†	-.04	-.08
	Maternal sensitivity	-.01	-.02	.00	-.02	-.02	.00
	Problem behavior	-.04	-.05	.02	__	__	__
	Social competence	__	__	__	.08	.09	-.01
Child = Boy	Positive Beliefs	-.13†	-.13†	__	-.12†	-.12†	__
	Maternal Well-Being	.00	.06	-.06	.00	.05	-.06
	Maternal sensitivity	.06	.06	.00	.08	.08	.00
	Problem behavior	.04	.04	.00	__	__	__
	Social competence	__	__	__	-.22**	-.21**	.00
Child = Firstborn	Positive Beliefs	-.18*	-.18*	__	-.18*	-.18*	__
	Maternal Well-Being	-.03	.06	-.08*	-.03	.05	-.08†
	Maternal sensitivity	-.08	-.08†	.00	-.12	-.12	.00
	Problem behavior	.09	.08	.01	__	__	__
	Social competence	__	__	__	-.14†	-.15†	.00
Positive Beliefs	Maternal well-being	.47*	.47*	__	.46*	.46*	__
	Maternal sensitivity	.00	__	.00	.00	__	.00
	Problem behavior	-.06†	__	-.06†	__	__	__
	Social competence	__	__	__	.05*	__	.05†
Maternal Well-Being	Maternal sensitivity	.00	.00	__	.00	.00	__
	Problem behavior	-.14†	-.14†	.00	__	__	__
	Social competence	__	__	__	.11†	.11†	.00
Maternal Sensitivity	Problem behavior	-.03	-.03	__	__	__	__
	Social competence	__	__	__	-.04	-.04	__

N = 246.
† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C15
Decomposition of Standardized Effects for Structural Equation Models Predicting Teacher-Reported Socioemotional Development at First Grade in 36-month Not Employed Group

		Teacher-reported Problem behavior			Teacher-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.29**	.29**	__	.25†	.25†	__
	Maternal Well-Being	-.02	.02	-.04	-.02	.02	.04
	Maternal sensitivity	-.15**	-.15**	.00	-.21	-.21*	.00
	Problem behavior	.23*	.24†	.00	__	__	__
	Social competence	__	__	__	-.12*	-.07	-.05†
Hispanic or Other	Positive Beliefs	.12	.12	__	.15	.15	__
	Maternal Well-Being	.08	.10	-.02	.08	.11	.02
	Maternal sensitivity	-.08	-.07	-.01	-.02	-.02	.00
	Problem behavior	.02	.04	-.02	__	__	__
	Social competence	__	__	__	.06	.04	.03
Mother's Age	Positive Beliefs	.05	.05	__	.00	.00	__
	Maternal Well-Being	.06	.06	-.01	.06	.06	.00
	Maternal sensitivity	-.06	-.06	.00	-.11	-.11	.00
	Problem behavior	-.02	-.01	-.01	__	__	__
	Social competence	__	__	__	.07	.08	-.01
Mother's Education	Positive Beliefs	-.23*	-.23*	__	-.11	-.11	__
	Maternal Well-Being	.29**	.26**	.03	.29**	.27**	.02
	Maternal sensitivity	.10	.12	-.02	.30**	.31**	.00
	Problem behavior	-.25	-.20	-.04	__	__	__
	Social competence	__	__	__	.26†	.14	.12**
Income-To-Need Ratio	Positive Beliefs	-.08	-.08	__	-.11	-.11	__
	Maternal Well-Being	.07	.06	.01	.07	.05	.02
	Maternal sensitivity	.09	.10	.00	.07	.07	.00
	Problem behavior	-.08	-.07	-.01	__	__	__
	Social competence	__	__	__	.07	.04	.03

Table continues

Table C15 (*continued*)

Predictor	Dependent Variable	Teacher-reported Problem behavior			Teacher-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.06	-.06	__	-.06	-.06	__
	Maternal Well-Being	-.01	-.02	.01	-.01	-.02	.01
	Maternal sensitivity	.16*	.16*	.00	.20†	.20†	.00
	Problem behavior	-.05	-.05	.01	__	__	__
	Social competence	__	__	__	.04	.00	.04
Number of Children	Positive Beliefs	-.08	-.08	__	-.12	-.12	__
	Maternal Well-Being	.02	.01	.01	.02	.00	.02
	Maternal sensitivity	-.10†	-.10	.00	-.13	-.13	.00
	Problem behavior	.06	.07	-.01	__	__	__
	Social competence	__	__	__	-.06	-.03	-.03
Child = Boy	Positive Beliefs	-.06	-.06	__	.03	.03	__
	Maternal Well-Being	.07	.06	.01	.07	.07	-.01
	Maternal sensitivity	.05	.05	.00	.11	.11	.00
	Problem behavior	.06	.07	-.01	__	__	__
	Social competence	__	__	__	-.28**	-.32**	.04
Child = Firstborn	Positive Beliefs	.09	.09	__	.06	.06	__
	Maternal Well-Being	.00	.01	-.01	.00	.01	-.01
	Maternal sensitivity	-.01	-.01	.00	-.01	-.01	.00
	Problem behavior	.11†	.11	.00	__	__	__
	Social competence	__	__	__	-.01	-.01	.00
Positive Beliefs	Maternal well-being	-.13	-.13	__	-.16	-.16	__
	Maternal sensitivity	.01	__	.01	.00	__	.00
	Problem behavior	.02	__	.02	__	__	__
	Social competence	__	__	__	-.03†	__	-.03†
Maternal Well-Being	Maternal sensitivity	-.06	-.06	__	-.01	-.01	__
	Problem behavior	-.17†	-.16	.00	__	__	__
	Social competence	__	__	__	.17†	.18†	.00
Maternal Sensitivity	Problem behavior	.03	.03	__	__	__	__
	Social competence	__	__	__	.22*	.22†	__

N = 182.

† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C16
Decomposition of Standardized Effects for Structural Equation Models Predicting Teacher-Reported Socioemotional Development at First Grade in 36-month Middle Group

		Teacher-reported Problem behavior			Teacher-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.27**	.27**	__	.18*	.18*	__
	Maternal Well-Being	-.06	-.01	-.04	-.06	-.05	-.01
	Maternal sensitivity	-.19**	-.19**	.00	-.26**	-.26**	.00
	Problem behavior	.22**	.22**	-.01	__	__	__
	Social competence	__	__	__	-.16**	-.16*	.00
Hispanic or Other	Positive Beliefs	.03	.03	__	.01	.01	__
	Maternal Well-Being	-.02	-.01	-.01	-.02	-.02	.00
	Maternal sensitivity	-.03	-.03	.00	-.04	-.04	.00
	Problem behavior	-.03	-.03	.00	__	__	__
	Social competence	__	__	__	.03	.03	.00
Mother's Age	Positive Beliefs	-.10	-.10	__	-.05	-.05	__
	Maternal Well-Being	-.05	-.06	.02	-.05	-.05	.00
	Maternal sensitivity	.06	.06	.00	.07	.07	.00
	Problem behavior	-.05	-.06	.01	__	__	__
	Social competence	__	__	__	.04	.05	.00
Mother's Education	Positive Beliefs	.06	.06	__	-.02	-.02	__
	Maternal Well-Being	.14*	.15*	-.01	.14*	.14*	.00
	Maternal sensitivity	.22**	.22*	.00	.31*	.30*	.00
	Problem behavior	-.07	-.07	.00	__	__	__
	Social competence	__	__	__	.13*	.13†	.00
Income-To-Need Ratio	Positive Beliefs	.48*	.48*	__	.36*	.36*	__
	Maternal Well-Being	.18*	.26*	-.08	.18*	.20*	-.02
	Maternal sensitivity	.02	.02	.00	.02	.02	.01
	Problem behavior	-.05	-.04	-.01	__	__	__
	Social competence	__	__	__	-.02	-.02	.00

Table continues

Table C16 (*continued*)

Predictor	Dependent Variable	Teacher-reported Problem behavior			Teacher-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.21*	-.21*	__	-.11	-.11	__
	Maternal Well-Being	.05	.02	.03	.05	.05	.01
	Maternal sensitivity	.07	.07	.00	.10	.10	.00
	Problem behavior	-.17*	-.17*	.00	__	__	__
	Social competence	__	__	__	.23*	.23*	.00
Number of Children	Positive Beliefs	-.29**	-.29**	__	-.13*	-.13*	__
	Maternal Well-Being	-.01	-.06	.05	-.01	-.02	.01
	Maternal sensitivity	-.01	-.01	.00	-.02	-.02	.00
	Problem behavior	.07	.07	.00	__	__	__
	Social competence	__	__	__	-.06	-.06	.00
Child = Boy	Positive Beliefs	-.05	-.05	__	-.07	-.07	__
	Maternal Well-Being	.05	.04	.01	.05	.05	.00
	Maternal sensitivity	.05	.05	.00	.06	.06	.00
	Problem behavior	-.06	-.06	.00	__	__	__
	Social competence	__	__	__	-.18*	-.18*	.00
Child = Firstborn	Positive Beliefs	-.15†	-.15†	__	-.05	-.05	__
	Maternal Well-Being	-.04	-.06	.00	-.04	-.04	.00
	Maternal sensitivity	.00	.00	.00	.01	.01	.00
	Problem behavior	.06	.06	__	__	__	__
	Social competence	__	__	__	-.04	-.04	.00
Positive Beliefs	Maternal well-being	-.16	-.16	__	-.05	-.05	__
	Maternal sensitivity	.00	__	.00	.00	__	.00
	Problem behavior	.01	__	.01	__	__	__
	Social competence	__	__	__	.00	__	.00
Maternal Well-Being	Maternal sensitivity	.01	.01	__	.03	.03	__
	Problem behavior	-.09	-.09	.00	__	__	__
	Social competence	__	__	__	.02	.02	.00
Maternal Sensitivity	Problem behavior	.05	.05	__	__	__	__
	Social competence	__	__	__	-.01	-.01	__

$N = 516$.

† $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table C17
Decomposition of Standardized Effects for Structural Equation Models Predicting Mother-Reported Socioemotional Development at First Grade in First Grade Extensively Employed Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.24*	.24*	__	.24*	.24*	__
	Maternal Well-Being	-.04	-.14	.10†	-.04	-.14	.10†
	Maternal sensitivity	-.44**	-.44**	.00	-.44**	-.44**	.00
	Problem behavior	-.10	-.13	.04	__	__	__
	Social competence	__	__	__	-.15	.00	-.15*
Hispanic or Other	Positive Beliefs	.05	.05	__	.04	.04	__
	Maternal Well-Being	-.02	-.04	.02	-.02	-.04	.02
	Maternal sensitivity	.02	.02	.00	.01	.01	.00
	Problem behavior	-.13†	-.14†	.01	__	__	__
	Social competence	__	__	__	.00	.01	.00
Mother's Age	Positive Beliefs	.08	.08	__	.08	.08	__
	Maternal Well-Being	-.02	-.05	.03	-.02	-.05	.03
	Maternal sensitivity	.09	.09	.00	.09	.09	.00
	Problem behavior	-.13	-.14	.00	__	__	__
	Social competence	__	__	__	.21†	.18†	.02
Mother's Education	Positive Beliefs	.12	.12	__	.12	.12	__
	Maternal Well-Being	.02	-.03	.05	.02	-.03	.05
	Maternal sensitivity	.26*	.26*	.00	.26**	.26**	.00
	Problem behavior	.10	.12	-.02	__	__	__
	Social competence	__	__	__	.04	-.05	.08†
Income-To-Need Ratio	Positive Beliefs	.32†	.32†	__	.31	.31	__
	Maternal Well-Being	.06	-.07	.13	.06	-.07	.13†
	Maternal sensitivity	-.03	-.03	.00	-.03	-.03	.00
	Problem behavior	-.27**	-.25**	-.02	__	__	__
	Social competence	__	__	__	.05	.04	.01

Table continues

Table C17 (*continued*)

Predictor	Dependent Variable	Mother-reported Problem behavior			Mother-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	.01	.01	__	.01	.01	__
	Maternal Well-Being	-.03	-.03	.00	-.03	-.04	.00
	Maternal sensitivity	-.09	-.09	.00	-.10	-.09	.00
	Problem behavior	-.12	-.13	.02	__	__	__
	Social competence	__	__	__	-.04	-.01	-.04
Number of Children	Positive Beliefs	-.02	-.02	__	-.02	-.02	__
	Maternal Well-Being	-.11	-.10	-.01	-.11	-.10	-.01
	Maternal sensitivity	-.08	-.08	.00	-.08	-.08	.00
	Problem behavior	.05	.01	.04	__	__	__
	Social competence	__	__	__	-.01	.04	-.05
Child = Boy	Positive Beliefs	-.11	-.11	__	-.11	-.01	__
	Maternal Well-Being	.02	.06	-.05	.02	.06	-.05
	Maternal sensitivity	.17*	.17*	.00	.17*	.17**	.00
	Problem behavior	.07	.09	-.01	__	__	__
	Social competence	__	__	__	-.18	-.23	.06†
Child = Firstborn	Positive Beliefs	-.05	-.05	__	-.05	-.05	__
	Maternal Well-Being	-.01	.01	-.02	-.01	.02	-.02
	Maternal sensitivity	-.16*	-.16*	.00	-.16	-.16	.00
	Problem behavior	-.02	-.03	.01	__	__	__
	Social competence	__	__	__	.25*	.30†	-.05
Positive Beliefs	Maternal well-being	.40*	.40*	__	.41*	.41*	__
	Maternal sensitivity	.00	__	.00	.00	__	.00
	Problem behavior	-.13*	__	-.13*	__	__	__
	Social competence	__	__	__	.11*	__	.11*
Maternal Well-Being	Maternal sensitivity	.01	.01	__	.01	.01	__
	Problem behavior	-.33**	-.33**	.00	__	__	__
	Social competence	__	__	__	.26*	.26*	.00
Maternal Sensitivity	Problem behavior	-.05	-.05	__	__	__	__
	Social competence	__	__	__	.31*	.31*	__

$N = 172$.
† $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table C18
Decomposition of Standardized Effects for Structural Equation Models Predicting Mother-Reported Socioemotional Development at First Grade in First Grade Not Employed Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.36**	.36**	__	.36**	.36**	__
	Maternal Well-Being	-.17	-.15	-.02	-.17	-.07	-.10**
	Maternal sensitivity	-.13	-.13	.00	-.13	-.13	.00
	Problem behavior	.11	.03	.08†	__	__	__
	Social competence	__	__	__	-.18	-.13	-.05
Hispanic or Other	Positive Beliefs	.02	.02	__	-.02	-.02	__
	Maternal Well-Being	.09	.10	.00	.10	.09†	.01
	Maternal sensitivity	-.12	-.12	.00	-.12†	-.12	.00
	Problem behavior	-.09†	-.07†	-.02	__	__	__
	Social competence	__	__	__	.01	.02	-.01
Mother's Age	Positive Beliefs	.04	.04	__	.06	.06	__
	Maternal Well-Being	-.19	-.19	.00	-.19	-.17	-.02
	Maternal sensitivity	-.17†	-.17	.00	-.16†	-.16†	.00
	Problem behavior	.04	-.05	.10†	__	__	__
	Social competence	__	__	__	-.17	-.11	-.06
Mother's Education	Positive Beliefs	-.22	-.22	__	-.22	-.22	__
	Maternal Well-Being	-.17	.19	.00	-.07†	.14	.06†
	Maternal sensitivity	-.13*	.30*	.00	-.16**	.30**	.00
	Problem behavior	.11	.08	-.12	__	__	__
	Social competence	__	__	__	-.04†	.13	-.09
Income-To-Need Ratio	Positive Beliefs	-.04	-.04	__	-.06	-.06	__
	Maternal Well-Being	.06	.05	.00	.06	.04	.02
	Maternal sensitivity	.02	.02	.00	.02	.02	.00
	Problem behavior	-.13	-.10	-.03†	__	__	__
	Social competence	__	__	__	-.02	-.03	.01

Table continues

Table C18 (*continued*)

Predictor	Dependent Variable	Mother-reported Problem behavior			Mother-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.10	-.10	__	-.10	-.10	__
	Maternal Well-Being	.17	.16	.01	.17	.19	-.01
	Maternal sensitivity	.36**	.36†	.00	.36**	.36**	.00
	Problem behavior	-.10	.02	-.12*			
	Social competence	__	__	__	.00	-.10	.10†
Number of Children	Positive Beliefs	-.21	-.21	__	-.21	-.21	__
	Maternal Well-Being	-.07	-.07	.00	.07	-.12	.06†
	Maternal sensitivity	-.16**	-.16*	.00	-.16†	-.16†	.00
	Problem behavior	.10	.05	.05			
	Social competence	__	__	__	-.04	.01	-.04
Child = Boy	Positive Beliefs	.04	.04	__	.01	.01	__
	Maternal Well-Being	.09	.09	.00	.09	.09	.00
	Maternal sensitivity	.13†	.13†	.00	.13*	.13†	.00
	Problem behavior	-.03	.02	-.05			
	Social competence	__	__	__	-.07	-.11	.04†
Child = Firstborn	Positive Beliefs	.18	.18	__	.11	.11	__
	Maternal Well-Being	-.20*	-.18†	-.02	-.20	-.17	-.03
	Maternal sensitivity	-.14	-.14	.00	-.14	-.14†	.00
	Problem behavior	.10	.00	.10*			
	Social competence	__	__	__	.05	.11	-.06
Positive Beliefs	Maternal well-being	-.26*	-.26*	__	-.26*	-.26*	__
	Maternal sensitivity	.00	__	.00	.00	__	.00
	Problem behavior	.03	__	.03			
	Social competence	__	__	__	-.04	__	.00
Maternal Well-Being	Maternal sensitivity	.00	.00	__	.00	.00	__
	Problem behavior	-.38*	-.38*	.00			
	Social competence	__	__	__	.14	.14	.00
Maternal Sensitivity	Problem behavior	-.15	-.15	__			
	Social competence	__	__	__	.21	.21†	__

N = 130.

† p <.10. * p < .05. ** p <.01. *** p < .001.

Table C19
Decomposition of Standardized Effects for Structural Equation Models Predicting Mother-Reported Socioemotional Development at First Grade in First Grade Middle Group

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.21**	.21**	__	.25**	.25**	__
	Maternal Well-Being	-.04	-.03	-.01	-.04	-.02	-.02
	Maternal sensitivity	-.28**	-.28**	-.01	-.28**	-.28**	.00
	Problem behavior	-.02	-.06	.00	__	__	__
	Social competence	__	__	__	-.08	-.03	-.05**
Hispanic or Other	Positive Beliefs	.04	.04	__	.05	.05	__
	Maternal Well-Being	-.01	.00	.00	-.01	.00	.00
	Maternal sensitivity	-.02	-.02	.00	-.02	-.02	.00
	Problem behavior	.00	.00	.00	__	__	__
	Social competence	__	__	__	-.05	-.05	.00
Mother's Age	Positive Beliefs	-.01	-.01	__	-.02	-.02	__
	Maternal Well-Being	.04†	.04	.00	.04	.04	.00
	Maternal sensitivity	.08†	.08†	.00	.08	.08	.00
	Problem behavior	-.20**	-.17**	-.02	__	__	__
	Social competence	__	__	__	.05	.03	.02
Mother's Education	Positive Beliefs	-.02	-.02	__	-.01	-.01	__
	Maternal Well-Being	.16**	.15**	.00	.15**	.15**	.00
	Maternal sensitivity	.27*	.27*	.00	.27**	.27**	.00
	Problem behavior	-.12*	-.03	-.09**	__	__	__
	Social competence	__	__	__	.18**	.11*	.07**
Income-To-Need Ratio	Positive Beliefs	.41**	.41**	__	.46**	.46**	__
	Maternal Well-Being	.13*	.15*	-.03	.13*	.17**	-.04
	Maternal sensitivity	.04	.04	.00	.04	.04	.00
	Problem behavior	-.01	.05	-.06**	__	__	__
	Social competence	__	__	__	.03	-.01	.04**

Table continues

Table C19 (*continued*)

		Mother-reported Problem behavior			Mother-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.09	-.09	__	-.11†	-.11†	__
	Maternal Well-Being	.00	.00	.01	.00	-.01	.01
	Maternal sensitivity	.08†	.08†	.00	.08*	.08*	.00
	Problem behavior	-.06	-.05	-.01			
	Social competence	__	__	__	.05	.04	.01
Number of Children	Positive Beliefs	-.14*	-.14*	__	-.17**	-.17**	__
	Maternal Well-Being	-.01	-.02	.01	-.01	-.03	.02
	Maternal sensitivity	-.04	-.04	.00	-.04	-.04	.00
	Problem behavior	-.03	-.04	.01			
	Social competence	__	__	__	-.06	-.05	-.01
Child = Boy	Positive Beliefs	-.07	-.07	__	-.07	-.07	__
	Maternal Well-Being	.03	.02	.00	.03	.02	.01
	Maternal sensitivity	.06	.06	.00	.06	.06	.00
	Problem behavior	-.07	-.05	-.02			
	Social competence	__	__	__	-.04	-.06	.01
Child = Firstborn	Positive Beliefs	-.04	-.04	__	-.05	-.05	__
	Maternal Well-Being	.00	.00	.00	.00	-.01	.00
	Maternal sensitivity	-.01	-.01	.00	-.01	-.01	.00
	Problem behavior	-.06	-.06	.00			
	Social competence	__	__	__	.09†	.09†	.00
Positive Beliefs	Maternal well-being	-.06	-.06	__	-.09	-.09	__
	Maternal sensitivity	.00	__	.00	.00	__	.00
	Problem behavior	.03	__	.03			
	Social competence	__	__	__	-.02	__	.00
Maternal Well-Being	Maternal sensitivity	.01	.01	__	.01	.01	__
	Problem behavior	-.44**	-.43**	.00			
	Social competence	__	__	__	.23**	.23**	.00
Maternal Sensitivity	Problem behavior	-.08	-.08	__			
	Social competence	__	__	__	.14**	.14**	__

$N = 657$.

† $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table C20
Decomposition of Standardized Effects for Structural Equation Models Predicting Teacher-Reported Socioemotional Development at First Grade in First Grade Extensively Employed Group

		Teacher-reported Problem behavior			Teacher-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.27*	.27*	__	.17*	.27*	__
	Maternal Well-Being	-.04	-.16	.12†	-.04	-.16	.12*
	Maternal sensitivity	-.24**	-.24**	.00	.01**	-.42**	.00
	Problem behavior	.09	.04	.05	__	__	__
	Social competence	__	__	__	-.02	.05	-.06
Hispanic or Other	Positive Beliefs	.08	.08	__	.08	.08	__
	Maternal Well-Being	-.04	-.08	.04	-.04	-.08	.04
	Maternal sensitivity	.01	.01	.00	.01	.01	.00
	Problem behavior	-.05	-.05	.00	__	__	__
	Social competence	__	__	__	-.02	-.02	.00
Mother's Age	Positive Beliefs	.07	.07	__	.07	.07	__
	Maternal Well-Being	-.01	-.04	.03	-.01	-.04	.03
	Maternal sensitivity	.05	.05	.00	.05	.05	.00
	Problem behavior	.09	.10	-.01	__	__	__
	Social competence	__	__	__	-.08	-.09	.01
Mother's Education	Positive Beliefs	.12	.12	__	.12	.12	__
	Maternal Well-Being	-.02	-.08	.06	-.02	-.08	.06
	Maternal sensitivity	.20***	.20**	.00	.30*	.30*	.00
	Problem behavior	-.11	-.07	-.04	__	__	__
	Social competence	__	__	__	.22	.18	.04
Income-To-Need Ratio	Positive Beliefs	.33*	.33*	__	.33*	.33	__
	Maternal Well-Being	.08	-.08	.15†	.08	-.08	.15†
	Maternal sensitivity	-.03	-.03	.00	-.03	-.03	.00
	Problem behavior	-.23*	-.23*	.00	__	__	__
	Social competence	__	__	__	.10	.09	.01

Table continues

Table C20 (*continued*)

Predictor	Dependent Variable	Teacher-reported Problem behavior			Teacher-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	.04	.04	__	.04	.04	__
	Maternal Well-Being	-.07	-.09	.02	-.07	-.09	.02
	Maternal sensitivity	-.04	-.04	.00	-.08	-.08	.00
	Problem behavior	-.05	-.06	.01	__	__	__
	Social competence	__	__	__	.19*	.21*	-.02
Number of Children	Positive Beliefs	-.05	-.05	__	-.05	-.05	__
	Maternal Well-Being	-.08	-.06	-.02	-.08	-.06	-.02
	Maternal sensitivity	-.05	-.05	.00	-.07	-.07	.00
	Problem behavior	-.07	-.08	.02	__	__	__
	Social competence	__	__	__	.04	.06	-.02
Child = Boy	Positive Beliefs	-.09	-.09	__	-.09	-.09	__
	Maternal Well-Being	.00	.04	-.04	.00	.04	-.04
	Maternal sensitivity	.12*	.12*	.00	.18*	.18*	.00
	Problem behavior	.04	.07	-.02	__	__	__
	Social competence	__	__	__	-.23*	-.25	.02
Child = Firstborn	Positive Beliefs	-.08	-.08	__	-.08	-.08	__
	Maternal Well-Being	.01	.04	-.04	.01	.04	-.04
	Maternal sensitivity	-.12**	-.12**	.00	-.17†	-.17	.00
	Problem behavior	.10	.08	.03	__	__	__
	Social competence	__	__	__	-.20†	-.18†	-.02
Positive Beliefs	Maternal well-being	.40*	.40*	__	.40*	.40*	__
	Maternal sensitivity	.00	__	.00	.00	__	.00
	Problem behavior	-.03	__	-.03	__	__	__
	Social competence	__	__	__	.06	__	.06
Maternal Well-Being	Maternal sensitivity	-.01	-.01	__	.00	.00	__
	Problem behavior	-.06	-.06	.00	__	__	__
	Social competence	__	__	__	.12	.12	.00
Maternal Sensitivity	Problem behavior	-.21	-.21	__	__	__	__
	Social competence	__	__	__	.14	.14	__

$N = 159$.
† $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

Table C21
Decomposition of Standardized Effects for Structural Equation Models Predicting Teacher-Reported Socioemotional Development at First Grade in First Grade Not Employed Group

		Teacher-reported Problem behavior			Teacher-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.37**	.37**	__	.37**	.37**	__
	Maternal Well-Being	-.16	-.14	-.02	-.16	-.07	-.09*
	Maternal sensitivity	-.12*	-.12*	-.01	-.02	-.02	.00
	Problem behavior	.04	.04	.00	__	__	__
	Social competence	__	__	__	-.10	-.07	-.03
Hispanic or Other	Positive Beliefs	.01	.01	__	.04	.04	__
	Maternal Well-Being	.03	.03	.00	.03	.04	-.01
	Maternal sensitivity	-.04	-.04	.00	-.10	-.10	.00
	Problem behavior	.17	.17	.00	__	__	__
	Social competence	__	__	__	-.01	.01	-.02
Mother's Age	Positive Beliefs	.09	.09	__	.11	.11	__
	Maternal Well-Being	-.21	-.20	-.01	-.21†	-.19	-.03
	Maternal sensitivity	-.09	-.09	-.01	-.21*	-.21*	-.01
	Problem behavior	-.02	-.02	.00	__	__	__
	Social competence	__	__	__	.01	.09	-.09*
Mother's Education	Positive Beliefs	-.28†	-.28†	__	-.28†	-.28†	__
	Maternal Well-Being	.23*	.23**	.00	.23*	.16	.07*
	Maternal sensitivity	.37**	.36**	.01	.37**	.36**	.01
	Problem behavior	-.08	-.08	.00	__	__	__
	Social competence	__	__	__	.21	.08	.13*
Income-To-Need Ratio	Positive Beliefs	-.08	-.08	__	-.06	-.06	__
	Maternal Well-Being	.08	.07	.01	.08	.06	.02
	Maternal sensitivity	.06	.06	.00	-.02	-.02	.00
	Problem behavior	-.12	-.12	.00	__	__	__
	Social competence	__	__	__	-.04	-.05	.01

Table continues

Table C21 (*continued*)

		Teacher-reported Problem behavior			Teacher-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	.03	.03	__	.03	.03	__
	Maternal Well-Being	.21	.20	.01	.21	.21	-.01
	Maternal sensitivity	.36**	.36**	.01	.36**	.36**	.01
	Problem behavior	-.05	-.05	.00	__	__	__
	Social competence	__	__	__	.11	-.02	.12*
Number of Children	Positive Beliefs	-.15	-.15	__	-.15	-.15	__
	Maternal Well-Being	-.09	-.09	.00	-.09	-.13	.04
	Maternal sensitivity	-.12*	-.11*	.00	-.13	-.13	.00
	Problem behavior	.00	.00	.00	__	__	__
	Social competence	__	__	__	.00	.04	-.05
Child = Boy	Positive Beliefs	.05	.05	__	.01	.01	__
	Maternal Well-Being	.09	.09	-.01	.09	.09	.00
	Maternal sensitivity	.06	.06	.00	.12	.12	.00
	Problem behavior	.06	.07	.00	__	__	__
	Social competence	__	__	__	-.25*	-.30	.04
Child = Firstborn	Positive Beliefs	.22	.22	__	.16	.16	__
	Maternal Well-Being	-.21†	-.19	-.02	-.21†	-.17	-.04
	Maternal sensitivity	-.06	-.06	-.01	-.12*	-.11*	-.01
	Problem behavior	.07	.07	.00	__	__	__
	Social competence	__	__	__	.09	.15	-.06
Positive Beliefs	Maternal well-being	-.25*	-.25*	__	-.25*	-.25*	__
	Maternal sensitivity	.00	__	.00	-.01	__	-.01
	Problem behavior	.00	__	.00	__	__	__
	Social competence	__	__	__	-.04	__	-.04
Maternal Well-Being	Maternal sensitivity	.03	.03	__	.02	.02	__
	Problem behavior	-.01	-.01	.00	__	__	__
	Social competence	__	__	__	.15	.14	.01
Maternal Sensitivity	Problem behavior	.01	.01	__	__	__	__
	Social competence	__	__	__	.26†	.26†	__

N = 119.

† *p* <.10. * *p* < .05. ** *p* <.01. * *p* < .001.**

Table C22
Decomposition of Standardized Effects for Structural Equation Models Predicting Teacher-Reported Socioemotional Development at First Grade in First Grade Middle Group

		Teacher-reported Problem behavior			Teacher-reported Social Competence		
Predictor	Dependent Variable	Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
African American	Positive Beliefs	.20*	.20*	__	.20*	.20*	__
	Maternal Well-Being	-.02	-.01	-.01	-.02	-.01	-.01
	Maternal sensitivity	-.20**	-.20**	.00	-.27**	-.27**	.00
	Problem behavior	.22*	.23*	-.01	__	__	__
	Social competence	__	__	__	-.17*	-.18*	.01
Hispanic or Other	Positive Beliefs	.04	.04	__	.04	.04	__
	Maternal Well-Being	-.01	-.01	.00	-.01	-.01	.00
	Maternal sensitivity	-.02	-.02	.00	-.02	-.02	.00
	Problem behavior	-.02	-.03	.00	__	__	__
	Social competence	__	__	__	.00	.00	.00
Mother's Age	Positive Beliefs	-.03	-.03	__	-.03	-.03	__
	Maternal Well-Being	.03	.03	.00	.03	.03	.00
	Maternal sensitivity	.06	.06	.00	.07	.07	.00
	Problem behavior	-.07	-.07	.00	__	__	__
	Social competence	__	__	__	.05	.05	.00
Mother's Education	Positive Beliefs	-.04	-.04	__	-.04	-.04	__
	Maternal Well-Being	.15**	.14**	.00	.15**	.14**	.00
	Maternal sensitivity	.21*	.21*	.00	.29*	.29*	.00
	Problem behavior	-.13*	-.12*	-.01	__	__	__
	Social competence	__	__	__	.21*	.21*	.00
Income-To-Need Ratio	Positive Beliefs	.42*	.42*	__	.42*	.42*	__
	Maternal Well-Being	.13*	.15**	-.02	.13*	.15**	-.02
	Maternal sensitivity	.03	.04	.00	.04	.04	.00
	Problem behavior	-.01	.01	-.02*	__	__	__
	Social competence	__	__	__	-.04	-.05	.01

Table continues

Table C21 (*continued*)

Predictor	Dependent Variable	Teacher-reported Problem behavior			Teacher-reported Social Competence		
		Total Effect	Direct Effect	Indirect Effect	Total Effect	Direct Effect	Indirect Effect
Prop. of Time Partner at Home	Positive Beliefs	-.09	-.09	__	-.09	-.09	__
	Maternal Well-Being	.02	.02	.01	.02	.02	.01
	Maternal sensitivity	.05†	.05†	.00	.07†	.07†	.00
	Problem behavior	-.12†	-.12*	.00	__	__	__
	Social competence	__	__	__	.14*	.14*	.00
Number of Children	Positive Beliefs	-.15*	-.15*	__	-.15*	-.15*	__
	Maternal Well-Being	-.01	-.02	.01	-.01	-.02	.01
	Maternal sensitivity	-.03	-.03	.00	-.04	-.04	.00
	Problem behavior	.09†	.09†	.00	__	__	__
	Social competence	__	__	__	-.06	.06	.00
Child = Boy	Positive Beliefs	-.06	-.06	__	-.06	-.06	__
	Maternal Well-Being	.05	*	.00	.05	.04	.00
	Maternal sensitivity	.05*	.05	.00	.06†	.06†	.00
	Problem behavior	-.06	-.05	.00	__	__	__
	Social competence	__	__	__	-.17*	-.17*	.00
Child = Firstborn	Positive Beliefs	-.07	-.07	__	-.07	-.07	__
	Maternal Well-Being	.00	-.01	.00	.00	-.01	.00
	Maternal sensitivity	-.01	-.01	.00	.00	.00	.00
	Problem behavior	.07	.07	.00	__	__	__
	Social competence	__	__	__	-.05	-.05	.00
Positive Beliefs	Maternal well-being	-.05	-.05	__	-.05	-.05	__
	Maternal sensitivity	.00	__	.00	.00	__	.00
	Problem behavior	.01	__	.01	__	__	__
	Social competence	__	__	__	.00	__	.00
Maternal Well-Being	Maternal sensitivity	-.01	-.01	__	.00	.00	__
	Problem behavior	-.16*	-.16*	.00	__	__	__
	Social competence	__	__	__	.08	.08	.00
Maternal Sensitivity	Problem behavior	.05	.05	__	__	__	__
	Social competence	__	__	__	-.05	-.05	__

$N = 626$.

† $p < .10$. * $p < .05$. ** $p < .01$. *** $p < .001$.

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